Pupil premium strategy statement –

St Philip Howard Catholic Voluntary Academy

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	568
Proportion (%) of pupil premium eligible pupils	31.6% (180)
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)**	2024-2027
Date this statement was published	31/12/24
Date on which it will be reviewed	22/10/26
Statement authorised by	Mr M Kays
Pupil premium lead	Mrs Ganderton Burns
Governor / Trustee lead	Mrs S Buller/ Mrs S Lockyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198, 000
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£42, 957

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all children are provided with the best quality of education so that they can achieve their full potential. We focus on the whole child ensuring each individual's academic, cultural and social development, ensuring that all pupils have the opportunity to use their, '…heads, hearts and hands' to become active learners who are engaged, reflective and able to apply transferable skills in all aspects of their lives.

During the three-year strategy we will focus on the key challenges that may prevent our pupils from being successful learners. The approach will be responsive to both common challenges and our pupils' individual needs.

At St Philip Howard, we will adopt a whole school approach in which all staff have the highest expectations of what all students can achieve.

We will offer our students high-quality teaching; targeted academic support and tackle non-academic barriers to academic success by personalising our approach to:

- best engage with our students and parents so that students **want to attend and learn** in school.
- provide students with a **broad and balanced curriculum that supports all** to develop cross-curricular learning.
- support students to **develop lifelong learning skills** that will aid them in their future development.
- develop all students' **personal, social and cultural development** through **varied extra-curricular opportunities** and character development.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance and persistent absence is greater** with our attendance gap for Pupil Premium pupils at 10.6% difference between non-Pupil Premium Students and 42.3% 'persistent absenteeism' (YTD).
2	**Wellbeing and social and emotional concerns are far greater** for many of our Pupil Premium students compared to non- Pupil Premium. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need for Pupil Premium students.
3	**Lower levels of literacy: vocabulary and reading development.** Our assessments at KS3 show that our Pupil Premium students are more likely to have lower levels of vocabulary (retention and application of tier 2 and tier 3 vocabulary) and reading comprehension (lower reading ages and reading speed) which may be preventing them from accessing different parts of the curriculum.
4	**Lower levels of numeracy: foundational mathematical concepts** Our assessments at KS3 show that our Pupil Premium students are more likely to have gaps in foundational numeracy components and mathematical reasoning which slows progress and attainment of grades 5+ at GCSE and makes it more challenging to make cross-curricular links.
5	**Unpreparedness for learning.** Internal evaluations have identified that some of our Pupil Premium students arrive late to school; do not have the necessary uniform, equipment, space or healthy habits to aid learning.
6	**Lower cultural capital.** Internal evaluations have identified that some disadvantaged pupils have had fewer cultural opportunities and, therefore, have less social and cultural awareness to be able to make cross-curricular links in their learning. Some students may have less knowledge of the wider world, meaning that they may have less awareness of the possible career choices available and how to achieve these.

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
1. To improve attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • Reducing the attendance gap between disadvantaged pupils and their non-disadvantaged peers by at least 5%. • Ensuring the percentage of all pupils who are persistently absent is below national average (19%) and the gap between disadvantaged pupils and their peers is reduced.
2. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2026/27 demonstrated through: • qualitative data from student and parent voice. • internal reporting which shows impact of pastoral care and family support. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
3. Improved reading comprehension, as well as vocabulary retention.	Observations, diagnostic analysis and student attainment will show that: • AR and GL progress is in line or above expected progress in relation to starting points. • Vocabulary quizzing shows improved retention over time. • Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas as demonstrated in • Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum.
4. Improved foundational numeracy skills which aids greater progress in Maths and supports wider curriculum.	• Foundational numeracy skills have improved as demonstrated in KS3 assessments and internal tracking data. • KS4 performance measures in 2026/27 demonstrate that attainment for disadvantaged students is in line with national attainment and the gap is reduced in line with nationals (3.92) • Percentage of students achieving a grade 5 in Maths and EM is in line with national average for all (45.9% EM)/ PP students.

5. Students are fully equipped and have developed healthy minds and habits for learning.	• Improved punctuality to school. • Increase in Homework completion. • Success to be measured against progress in the PSHE Curriculum. • Disadvantaged and vulnerable children proportionately represented in credits, awards and achievements. • Reduction in debits and behaviour sanctions. • Boxall profiles or similar to show progress on an individual level. • All students will develop a greater awareness of their learning and their personal strengths and weaknesses and be able to apply transferable learning skills to support them across the curriculum.
6. Students gain strategies to keep themselves safe, boost self-esteem and develop greater social awareness. These improved skills support the child's ability to manage their cognitive load and make links within their mental schema to fulfil their potential.	• All are immersed in a rich curriculum with adaptations which addresses gaps in prior learning as evaluated by subject leads. • Explicit teaching of self-regulation strategies increases students' motivation and independence as shown in progress data over time. • Extra-curricular opportunities enrich students' cultural capital as evidenced in student voice. • Students can articulate the impact of RSHE and PSHE experiences and how this enhanced their personal development. • Career guidance and training supports students to aim higher as evidenced in student voice and attitude to learning and response to feedback data.

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: £2,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching focusing support for pupil premium children through scaffolding, explicit teaching and effective feedback. • *CPD on effective scaffolding; explicit and adaptive teaching and effective feedback.* • *Time for Staff to Mentor or team teach with ITTs or ECTs.* • ***Release time to visit other schools for observation and training.***	Following monitoring, teaching structures have changed to encourage more whole class teaching as EEF evidence suggests that streaming can have a less than positive impact on learning for those who are less able. New scheme for Maths also requires teacher input and whole class interactions. Feedback is listed in the EEF as one of the most effective strategies to improve pupils learning. Focus on the explicit instruction and scaffolding from the EEF's five a day approach to supporting children in their learning. Although this was designed for children with SEND needs the principles are effective in supporting children in their learning Dylian William states- A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: pedagogy trumps curriculum. Therefore, ensuring clear and effective pedagogy is essential in ensuring disadvantaged pupils are supported in closing learning gaps.	3, 4, 6
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. • ***Professional development and instructional coaching focused on disciplinary literacy in each subject area***.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	3

• ***CPD on explicit vocabulary teaching and deliberate instruction.***	This links closely to the EEFs findings that short, focused feedback supports good learning development. Drawing children's attention to tier 2 and 3 language as outlined by Alex Quigley in 'Closing the gap' is key in exposing children to high level vocabulary in their writing.	3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. • ***Teacher release time to embed key elements of the guidance in school, and to access Maths CPD offers (including Teaching for Mastery training).***	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3	4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	3, 4
Maths tutoring to be implemented after school through My Tutor.	The chance for further targeted support from a professional Maths tutor will offer the children bespoke support in closing gaps in their existing understanding and develop reasoning skills. Rosenshine's principles outline that learning must be revisited in order to embed knowledge into long term memory. Sweller supports this in identifying that children need the chance to revisit and embed learning in smaller steps to develop effective schema.	4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE's guidance on working together to improve school attendance. • ***Attendance officer to improve attendance through release time to develop and implement procedures.***	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1, 2
• ***Cognitive behavioural therapy*** *(CBT) intervention (f*or specific pupils who require support with regulating their behaviour and emotions). • ***Staff mental health ambassadors.***	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund) Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	2, 5
• **Trauma Response CPD for key staff members and** *CPD for Staff to implement and embed Behaviour policy* in line with these principles.	The EEF outlines the proactive approaches to establishing good behaviours including; Effective classroom management, reward systems, behaviour related praise, clear and concise policy that is consistently applied, and encouragement to be self-reflective. The EEF outlines the application of 'teaching behaviours to reduce the need to manage misbehaviours' and to 'provide conditions for these behaviours to be developed.'	2, 5, 6

• ***Extra-curricular activities and staffing of these before and after school.*** • ***Collaboration with Partington Theatre.*** • ***External visits.*** • ***Oracy Programme.***	As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. Arts participation | Teaching and Learning Toolkit | EEF Developing cultural capital in schools promotes long term social change for example 'Think like a system. Act like an entrepreneur'. We have implemented some of the key principles from the RSA and Education Endowment Foundation which utilise the Arts to close the attainment gap between disadvantaged children and their peers https://www.jstor.org/stable/2112583 https://educationendowmentfoundation.org.uk/news/learning-about-culture	6
Embed an engaging RSHE and PSHE curriculum that aids students' personal development. • ***Guest speakers and extra-curricular visits.***	Evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success. https://www.gov.uk/government/publicati ons/pshe-education-a-review-of-impact- and-effective-practice	5, 6

Total budgeted cost: £42,957

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 2025/26 academic year using key stage 4 performance data and our own internal assessments.

Attainment 8 increased to 3.76 in 2026, representing a significant improvement from 3.21 in 2025 and continuing the positive upward trend seen over the past three years. Since 2024, when Attainment 8 stood at 2.80, the school's score has improved by 0.96 points, returning attainment to pre-pandemic levels.

Progress 8 data was not measured during this period due to the ongoing impact of the COVID-19 pandemic and the associated national changes to accountability measures.

In addition to improvements in Attainment 8, there were significant improvements across other key measures for disadvantaged pupils. The percentage of disadvantaged pupils achieving a Grade 4 or above in both English and Mathematics increased from 33.3% in 2025 to 44.8% in 2026. Similarly, the proportion achieving a Grade 5 or above in both English and Mathematics rose substantially from 3.7% to 24.1%, demonstrating strong year-on-year improvement and reflecting the positive impact of strategies implemented to improve outcomes for disadvantaged learners.

We have compared our outcomes against national figures to help evaluate the performance of our disadvantaged pupils, although these comparisons should be treated with some caution given the limitations outlined above. The national Attainment 8 score for disadvantaged pupils in 2024/25 was 4.3. While our disadvantaged cohort remains below this benchmark, the gap has narrowed considerably due to sustained improvements in pupil outcomes.

Key Stage 4 data and internal assessment information suggest that the progress and attainment of disadvantaged pupils in 2026/27 are in line with expectations and indicate the potential for further improvements on the outcomes achieved in 2025/26.

Since the pandemic, we have successfully reduced the attainment gap between disadvantaged and non-disadvantaged pupils. Our analysis suggests this improvement has been driven by our continued commitment to providing equality of opportunity, targeted academic support, effective pastoral intervention, and our relentless focus on raising aspirations and achievement for all students.

Attendance among disadvantaged pupils remains an important area for further development. In 2025/26, attendance for disadvantaged pupils was 89.2%,

remaining unchanged from the previous year and below the level we would expect. We recognise that this figure is too low and that poor attendance continues to act as a barrier to achievement for some pupils. As a result, improving the attendance of disadvantaged pupils is a key priority within our current Pupil Premium strategy and forms an integral part of the school's wider improvement plan. Through targeted interventions, enhanced family engagement, and robust attendance monitoring, we aim to secure sustained improvements in attendance and, consequently, pupil outcomes.

Reviewing the year as a whole, the impact of our Pupil Premium strategy can be seen across all disadvantaged cohorts. Pupils have benefited from a wide range of educational visits, enrichment activities, and cultural experiences designed to enhance both their academic and personal development.

These opportunities have helped to promote greater equality of access, ensuring that disadvantaged pupils can participate fully in school life and access experiences that broaden their horizons. As a result, many pupils have developed increased self-confidence, stronger relationships with their peers, and improved communication and interpersonal skills. In addition, exposure to a diverse range of cultural experiences has enhanced pupils' understanding of the wider world, raised aspirations, and supported them in becoming confident, well-rounded young people.

Through our continued commitment to providing high-quality enrichment and personal development opportunities, we are helping to remove barriers to participation, foster a strong sense of belonging, and ensure that all pupils, regardless of background, are able to flourish both within school and beyond

We have reviewed our strategy plan and made minor changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
English	SPARX
Maths	SPARX
Science	SPARX

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.