

Pupil premium strategy statement – Saint Peter and Saint Paul 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	553 (Y7 – Y11)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers 3-year plans are recommended	3yrs 2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C Hewardine
Pupil premium lead	F Smith
Governor / Trustee lead	R Mellows (local board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 195, 777
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£ 195, 777

Part A: Pupil premium strategy plan

Statement of intent

At St Peter and St Paul Catholic Voluntary Academy, our intention is to remove the barriers faced by our disadvantaged (DPP) students so that they can realise their aspirations and achieve in line with their peers. We believe that achievement should not be limited by background or prior attainment.

Our approach aligns with DfE and EEF guidance and is grounded in three strategic pillars:

1. High-quality teaching for all
2. Targeted academic support
3. Wider strategies to address attendance, wellbeing, and engagement

Many of the challenges facing our community are long-term and deeply rooted; therefore, our strategy is designed to be sustainable over multiple years. Alongside this, each DPP cohort has unique needs each year, so we also set bespoke in-year targets.

We aim to “get the big things right” for every student while deliberately aligning our structures and practise so that DPP students benefit most.

Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment and weaker literacy upon entry for some DPP students.
2	Gaps in knowledge and skills due to disrupted learning or inconsistent engagement.
3	Attendance and punctuality concerns, leading to reduced curriculum access.
4	Lower confidence, self-regulation and learning behaviours affecting progress.
5	Limited access to enrichment and cultural capital experiences.
6	Parental engagement.

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: Improved Learning Culture and Engagement	<ul style="list-style-type: none"> • Reduction in DPP behaviour incidents; increase in positive recognition • DPP students meet or exceed expectations for independent learning • Lesson visits show active engagement from DPP learners
2: Improved Academic Progress and Attainment	<ul style="list-style-type: none"> • DPP Progress 8 improves and moves closer to non-DPP • In-year assessment shows reduced attainment gaps • More DPP students meet KS3 age-related expectations
3: High-Quality Teaching with Deliberate Focus on DPP	<ul style="list-style-type: none"> • Consistent use of QFT strategies (modelling, retrieval, scaffolding) • Teachers demonstrate knowledge of DPP needs and understand barriers to learning • Improved DPP outcomes directly linked to classroom practice
4: Targeted Intervention Based on Assessment, Not Assumptions	<ul style="list-style-type: none"> • Interventions show measurable improvements (entry/exit data) • Diagnostic tools consistently used to identify needs • Interventions implemented earlier and with clear rationale
5: Improved Attendance and Reduced Persistent Absence	<ul style="list-style-type: none"> • Attendance gap between DPP and non-DPP narrows • Fewer DPP students persistently absent • Improved punctuality
6: Increased Access to Enrichment and Cultural Capital	<ul style="list-style-type: none"> • Increased DPP uptake in clubs, trips, leadership roles • Student voice reflects increased confidence and aspiration • Stronger careers engagement and post-16 planning participation

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: £ 121, 073

Activity	Evidence that supports this approach	Monitoring/Evaluation	Challenge number(s) addressed
<i>Whole-school behaviour and culture strategy with DPP focus</i>	EEF: Behaviour interventions; Metacognition	Behaviour data tracking; engagement audits; student voice	1,2,3,4
<i>Staff training on promoting positive learning behaviours</i>	EEF: High-quality teaching	Learning walks; staff feedback; DPP engagement sampling	1,2,4
Programme developing organisation and study habits (5hr challenge)	EEF: Metacognition & self-regulation	Student voice, data analysis, tracking homework engagement	3,2,4
<i>High-quality formative assessment and feedback training</i>	EEF: Feedback (+6 months)	Book looks; lesson visits; assessment outcomes	1,2,3,4
<i>Literacy strategy: vocabulary, reading, writing</i>	EEF: Reading comprehension (+6 months)	Reading ages; English progress data	1,2,4
Whole-school CPD programme on QFT and adaptive teaching	DfE: High-quality teaching	CPD evaluations; lesson visits; progress data	1,2,3,4
Standardised lesson expectations with planning support	EEF: High-quality teaching	QA cycles; department reviews	1,2,3,4
DPP Profiles shared with all staff and updated	EEF: Individualised instruction	Lesson visits; learning conversations; staff feedback	1,2,4

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

Budgeted cost: £ 45, 000

Activity	Evidence that supports this approach	Monitoring/Evaluation	Challenge number(s) addressed
<i>One – to – one tutor</i>	Targeted KS3/KS4 subject interventions (small group/1:1)	Entry/exit data; P8 strands; attendance at sessions Attendance records; progress trackers	1,2,4
<i>HLTA</i>	Targeted KS3/KS4 subject (small group/1:1)	Mentoring logs; outcomes vs baseline Attendance records; progress trackers	1,2,3,4
<i>PP Support Officer</i>	Targeted KS3/KS4 mentoring (small group/1:1)	Mentoring logs; outcomes vs baseline Homework club, Breakfast club	1,2,3,4,5

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






Budgeted cost: £ 29, 704


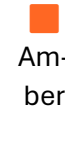




Activity	Evidence that supports this approach	Monitoring/Evaluation	Challenge number(s) addressed
<i>Attendance lead support and DPP attendance tracking</i>	DfE guidance: Working together to improve attendance	Timely reviews; case studies	2,3
<i>Family Liaison officer</i>	EEF: Parental engagement	Parent engagement meetings and home visits Mentoring	3,5
<i>Breakfast/Readiness to Learn support</i>	EEF: Social & emotional learning	Uptake data; attendance outcomes	3,5
<i>Leadership opportunities (prefects, ambassadors, reading leaders)</i>	EEF: Social & emotional learning	Student voice; participation data	5
Subsidised enrichment, trips, music tuition	EEF: Arts participation	Participation logs; annual surveys. Adapted letter	5
Careers programme: mentoring, university visits, work experience	EEF: Social & emotional learning	Student voice; participation data	5
Whole school parental engagement.	EEF: Parental Engagement (4 months)	Tracking engagement with HT initiatives. Follow up with parents who have not engaged with parents evening	6






Total budgeted cost: £ 195, 777





Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Activity / Intended Action	Evaluation of Effectiveness	Evaluation of Effectiveness	Next Steps
Quality First Teaching and implementation of the Accelerated Learning Cycle	Improved lesson structure, clearer modelling and retrieval practice. Strong engagement with CPD. Some inconsistency between subjects	 Amber	Strengthen subject-specific CPD; extend instructional coaching; refine monitoring to check depth of implementation.
Whole-school literacy and vocabulary development	Explicit vocabulary teaching improving; Literacy Lead providing stronger direction; reading embedded in lesson starts; paired reading supporting fluency. Practice not yet consistent across subjects.	 Amber	Deliver further disciplinary literacy CPD; quality-assure vocabulary instruction; expand targeted reading support based on assessment data.
Reading culture and cultural capital enrichment	Increased exposure to academic texts; improved engagement through enrichment opportunities. Impact varies between cohorts	 Amber	Extend cultural capital programme; ensure reading expectations are embedded across all subjects; strengthen tracking of participation and outcomes.
Increasing EBacc/MFL uptake for disadvantaged pupils	Options guidance improved; modest improvement in interest. EBacc entry remains below target but has improved within the school setting	 Yellow / Amber	Provide targeted mentoring for DPP pupils considering MFL; enhance language enrichment; introduce structured support for MFL vocabulary and confidence.
CPD, QA processes and support for ECT/ITT staff	CPD aligns with evidence; QA informing training priorities; ECT mentoring improving early practice. Further personalised coaching required.	 Amber	Develop individual coaching pathways linked to QA findings; ensure CPD follow-up is monitored; support new staff to embed QFT routines quickly.

Overall impact on disadvantaged pupils	Better access to high-quality teaching; improved literacy provision; growing engagement with curriculum opportunities. Some inconsistency remains, particularly in EBacc uptake.	 Yellow / Amber	Prioritise consistent implementation across departments; strengthen targeted support for key disadvantaged cohorts; refine impact measurements and progress tracking
Reading Age Improvement for DPP Students	Year 7 baseline data shows DPP pupils entering ~0.44 years behind peers in reading. Targeted interventions (guided reading, volunteer readers, Sixth Form peer reading) show early improvements in fluency, but impact varies by cohort and gender.	 Amber	Expand diagnostic reading assessments; increase frequency of structured 1:1 reading; strengthen monitoring of intervention attendance and progress.
Literacy Interventions (1:1 and Small Group Work)	SENDCo, English Lead and Librarian coordination improving targeted support. Interventions are well attended and valued by pupils. Variation remains in the quality and consistency of delivery across groups.	 Amber	Develop a unified intervention framework; provide training for volunteer readers; track impact using reading age gains every 8–10 weeks.
1:1 Tuition (English & Maths Year 11)	1:1 tutoring is improving confidence and progress for DPP pupils, including high attainers and those requiring foundational support. Early evidence suggests uplift in mock outcomes.	 Green	Maintain provision for future cohorts; link tutoring directly to class teacher feedback; increase parental communication to reinforce progress.
Use of Hard and Soft Data to Refine Support	Improved data monitoring of attainment, behaviour, attitudes and attendance. Progress 8 for DPP improving but remains below target. Combining soft data has helped identify pupils needing bespoke support.	 Amber	Develop personalised action plans for identified pupils; strengthen triangulation of QA, behaviour and attendance data; increase use of metacognitive strategies in interventions.
Identification and Support of Year 11 Key Marginal DPP Students	Key Marginals identified early; mentoring and targeted interventions improving engagement. Impact is positive but inconsistent across departments.	 Yellow / Amber	Broaden employer links; create structured follow-up sessions for DPP pupils; integrate careers guidance with mentoring programme.

<p>Partnerships with Local Businesses to Raise Aspirations</p>	<p>Initial partnerships established; engagement increasing motivation for some DPP pupils. Not yet reaching all targeted students, and follow-up remains variable.</p>	<p> Yellow / Amber</p>	<p>Broaden employer links; create structured follow-up sessions for DPP pupils; integrate careers guidance with mentoring programme.</p>
<p>Overall Impact on Disadvantaged Pupils</p>	<p>Increased targeted support in reading, literacy, and Year 11 preparation. Improved engagement through mentoring and aspiration-raising activities. Reading age gap and P8 gap narrowing slowly but remain priority areas.</p>	<p> Yellow / Amber</p>	<p>Strengthen coordination of all literacy interventions; ensure sustained mentoring for Key Marginals; continue to refine tracking systems to measure impact more precisely.</p>
<p>Increasing Attendance of DPP Students – Enhanced attendance officer capacity, personalised timetables, AP, counselling, Faith in Families support</p>	<p>Increased capacity has improved early identification of at-risk DPP pupils. Targeted interventions (counselling, adjusted timetables, AP) have stabilised attendance for several individuals. However, overall DPP attendance remains below 95% and persistent absence rates remain disproportionately high</p>	<p> Amber</p>	<p>Strengthen case-work model; increase parental engagement; implement fortnightly attendance clinics; enhance coordination between attendance, pastoral and FLO teams.</p>
<p>Engagement of DPP Families – Tutor prioritisation, early booking for Parents’ Evenings, transition support, peer mentors, FLO engagement</p>	<p>Parental attendance at key events for DPP pupils has improved, but remains inconsistent across year groups. FLO involvement has strengthened relationships with harder-to-reach families. Transition support has enabled strong uptake, though some DPP pupils still struggle to settle in early Y7.</p>	<p> Amber</p>	<p>Expand home visits for key families; ensure guaranteed appointments for DPP at all events; expand peer mentoring; develop structured follow-up for families identified as low-engagement. Invite in for informal ‘tea with the HT’</p>
<p>Attitude to Learning & Behaviour Systems – Embedding revised behaviour policy, Supported Study, targeted interventions, restorative approaches</p>	<p>Revised behaviour systems have increased consistency, and Supported Study has improved re-engagement for some DPP pupils. However, DPP pupils remain over-represented in suspensions and behaviour incidents, indicating inconsistent impact across cohorts.</p>	<p> Amber</p>	<p>Provide staff CPD on restorative practice; expand targeted mentoring for repeat offenders; strengthen reintegration processes; monitor implementation fidelity across departments.</p>

<p>External Behaviour Support – Luke Statton programme, Strong Girls Club, pastoral interventions to prevent repeat suspensions</p>	<p>External programmes have had a positive impact on self-esteem and engagement for participating pupils, with reduced repeat suspensions for some. Impact is currently limited to small cohorts.</p>	<p> Yellow / Amber</p>	<p>Broaden access to programmes; develop in-school equivalents for sustainability; track SEMH outcomes systematically.</p>
<p>Raising Aspirations of DPP Pupils – Personal Development curriculum, targeted work experience, university links, enrichment participation</p>	<p>PD curriculum provides strong universal provision, though DPP pupils still report lower confidence and aspirations than peers. Targeted use of bursaries (e.g., Springpod) and university partnerships have motivated individual pupils but engagement varies.</p>	<p> Amber</p>	<p>Increase targeted aspirations mentoring; prioritise DPP for external visits and enrichment; strengthen tracking of cultural capital access.</p>
<p>Re-Engaging Disengaged DPP Pupils – Faith in Families, AP, mental-health first aiders, educational psychology, FLO support, PP Support Officer mentoring</p>	<p>Multi-agency approach has enabled several DPP pupils to re-engage with learning and stabilise behaviour. Mental-health first aiders have improved in-school triage. Engagement remains highly individualised, with varying levels of success depending on family circumstances and complexity of need.</p>	<p> Amber</p>	<p>Introduce structured re-engagement pathways; increase EP involvement for complex cases; expand mentoring offer; strengthen progress monitoring for AP placements.</p>
<p>Reducing Barriers Through Equipment, Uniform & Resources– Free equipment, uniform/PE kit, trip support</p>	<p>Provided equipment for DPP. Uniform vouchers.</p>	<p> Amber</p>	<p>Continue to uphold standards of uniform and equipment. Continue to provide essential curriculum visits free of charge and to subsidise other non-essential trips.</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