Pupil Premium Spending Review

2025-2026

School overview

Detail	Data
School name	Brownedge St. Marys Catholic High School
Number of pupils in school	773
Proportion (%) of pupil premium eligible pupils	23.03%
Academic year/years that our current pupil premium strategy plan covers – 2-year plan	2025-2027
Date this statement was published	November 2025
Date on which it was reviewed	September 2026
Statement authorised by	Nicola Oddie (Headteacher)
Pupil premium lead	Mrs Catherine Godbold (Senior DHT)
Governor / Trustee lead	Frances Fordyce (Chair of Governors)
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	£207,665

Pupil Attainment against National and Local Comparators

	Pupil Premium Attainment measure 2026		
	National Average	**Lancashire Average**	**Brownedge St Mary's Average**
A8 Overall	35.6	33.7	35.2
A8 English element	7.9	7.5	8.4
A8 Maths element	7.0	6.6	7.0
Basics 4+ En/Ma	44.9	40.8	43.2
Basics 5+ En/Ma	27.5	23.4	20.5

Activity in 2025-27

Teaching

Budgeted cost: **£70,600**

Activity	Impact
Targeted CPD for Heads of Faculty and all teaching staff to strengthen the use of effective assessment for learning (AfL) strategies. This will focus on improving the timely and accurate identification of gaps in pupils' knowledge and understanding, enabling teachers to respond swiftly through adaptive, responsive teaching to close these gaps.	Targeted CPD strengthened the consistent use of assessment for learning across the school. A standardised approach to purposeful and timely knowledge checks enabled teachers to identify gaps in understanding, revisit misconceptions and adapt teaching to secure progress. Feedforward tasks provided pupils with opportunities to respond to feedback and take greater ownership of their learning. Faculty-based pedagogical content knowledge (PCK) development further strengthened the use of responsive, in-the-moment assessment strategies within subject-specific contexts. Lesson observations indicate increased frequency and effectiveness of AfL, alongside greater consistency in classroom practice and responsive teaching being more evident. Further development will focus on embedding these approaches further to a greater consistency across all subjects, ensuring gaps in knowledge are identified and addressed promptly.
Develop Quality Assurance Strategies, supported by distributed middle leadership to promote consistency and improve the amount of Quality First Teaching	Quality assurance processes, supported by distributed middle leadership, strengthened the use of assessment to identify and address gaps in pupils' knowledge. Faculties used knowledge checks, PPEs and ongoing assessments to inform curriculum adjustments, with subsequent reassessment evaluating whether gaps had closed. Implementation and impact were monitored through SLT link reviews, strengthening accountability for disadvantaged pupils' progress. PP Attainment 8 reached 35.2, exceeding the Lancashire all-school average (33.7) and approaching the national average (35.6). Improvements were evident across several subjects, including English Language, Maths and Science, although outcomes remained variable, particularly in Religious Studies and Geography. These outcomes indicate positive progress, while highlighting the need for greater consistency across faculties. Continued quality assurance will focus on the effectiveness of responsive teaching, the impact of curriculum adjustments and closing gaps in knowledge for PP pupils.
Use of assessments to:- • benchmark pupils starting points. and measure impact of interventions • identify gaps in learning and inform targeted support • inform curriculum design and planning.	KS2 prior attainment and CAT4 assessments were used to establish pupils' starting points, identify barriers to learning and inform curriculum design, different tiers of intervention and adaptive teaching to support inclusive practice. Alongside knowledge checks and PPEs, ongoing assessment informed targeted support and curriculum adaptations, with reassessment used to evaluate progress and address remaining gaps. This assessment-informed approach contributes to pupils' overall progress, ensuring that individual needs are recognised and supported, while fostering a sense of belonging and being valued within the school community.
Develop pupils' writing skills across the curriculum through disciplinary writing tasks, modelling, faded scaffolding, with a focus on vocabulary, grammar and sentence structure	The first phase of a two-year strategy to develop disciplinary writing across the curriculum focused on bespoke CPD for subjects with greater demands for extended writing. Training explored key pedagogical principles, including explicit modelling, vocabulary development, sentence structure and the use of faded scaffolding to support increasing independence. This has established a foundation for developing consistent approaches to writing, with further exploration, implementation and evaluation planned throughout 2026–27. The longer-term aim is to strengthen pupils' confidence and competence in subject-specific writing, particularly for PP pupils.

Develop pupils' speaking and listening skills through structured discussion, debate, and presentation across subjects.	A whole-school approach to oracy was established through targeted CPD and the introduction of the TALK model – Turn, Articulate, Listen, Knit, providing a shared framework for purposeful classroom discussion. Consistent strategies, including Turn and Talk, have been embedded alongside professional development exploring learning to talk and talking to learn, strengthening teachers' understanding of dialogic teaching. Faculty-based CPD further developed subject-specific approaches, including Socratic questioning, to deepen pupils' understanding through structured discussion. Lesson observations, pupil voice and CPD reflections indicate increased use of planned, purposeful talk, with pupils demonstrating growing confidence in articulating ideas, listening and responding to others. Further development during 2026–27 will focus on refining subject-specific approaches, increasing the quality of pupil dialogue and strengthening the connection between oracy, learning and disciplinary writing.
Employ an additional English teacher to provide targeted support pupils who are further behind their peers. This role will focus on closing literacy gaps, enabling disadvantaged pupils to achieve basic standards in English, and ensuring they are prepared to access appropriate post-16 pathways	Existing specialist teaching capacity was deployed through morning registration lessons and targeted curriculum adjustments to support pupils working below expected standards. PP pupils demonstrated significant improvements in securing essential English qualifications. Of the 11 PP pupils receiving morning intervention, eight achieved grade 4+ at GCSE compared with three at March PPE2. Within the curriculum adjustment group, eight of the ten PP pupils achieved grade 4+, compared with just one at PPE2. Across the PP cohort, English grade 4+ increased from 48.4% to 65.9%, narrowing the disadvantage gap by 15 percentage points. This contributed to improvements in combined English and maths Basics, with 4+ increasing from 35.5% to 47.7% and 5+ from 9.7% to 22.7%. These outcomes demonstrate the value of targeted specialist teaching in addressing gaps in attainment and enabling more disadvantaged pupils to secure the qualifications needed to access appropriate post-16 pathways. Continued intervention will prioritise pupils at risk of not achieving grade 4.
Build capacity in Maths by strengthening teaching and learning across the department. This includes deploying additional specialist staff, supporting classroom teachers with targeted intervention strategies, developing adaptive teaching strategies for low- and high-attaining pupils, and embedding evidence-based approaches to close gaps in numeracy and reasoning for disadvantaged pupils.	Specialist Maths teaching capacity was deployed through morning registration lessons and targeted curriculum provision, providing additional opportunities to address gaps in mathematical knowledge, numeracy and reasoning. Of the nine PP pupils receiving morning intervention, seven achieved Maths grade 4+ at GCSE, compared with five at March PPE2. Three achieved grade 5+, compared with none at PPE2, demonstrating improved outcomes for pupils receiving targeted support. Across the PP cohort, Maths grade 4+ increased from 35.5% to 52.3%, while grade 5+ rose from 12.9% to 34.1%. The disadvantage gap narrowed significantly at both thresholds, contributing to improvements in combined English and maths Basics, with 4+ increasing from 35.5% to 47.7% and 5+ from 9.7% to 22.7%. These outcomes provide positive evidence of the contribution of increased specialist intervention to raising disadvantaged attainment. Continued development of adaptive teaching and targeted support will focus on securing grade 4+ for pupils working below this threshold, while sustaining progress at higher grades.

Develop and embed a whole-school professional learning pathway combining ECTP for early career teachers, NPQs for leadership development, bespoke middle-leadership programmes, alongside a strategic school CPD model to strengthen teaching and curriculum leadership.	A structured professional learning pathway supported staff development at different career stages, strengthening teaching expertise and leadership capacity. Two ECTs successfully completed their second year, supported by effective mentoring and instructional coaching through the NIoT lead provider. Three additional staff are currently undertaking ECT mentor training to further strengthen this provision. Four middle leaders participated in the Developing the Middle Leader programme, providing opportunities for collaboration and leadership development. However, staff feedback and internal quality assurance identified limitations in its impact, highlighting the need for a more bespoke approach. All middle leaders received introductory instructional coaching training, establishing a foundation for supporting improvements in teaching and learning within their teams. Leaders also enrolled on external professional development programmes, including the Catholic Senior Leadership Programme and NPQH. During 2026–27, the focus will be on embedding instructional coaching within faculties and strengthening the evaluation of professional development to support improved teaching and pupil outcomes.

Targeted academic support

Budgeted cost: **£37,565**

Activity	Impact
Deliver specialist provision to overcome barriers to learning for pupils below age-related expectations and EAL learners. Provide small-group or one-to-one support, using screeners and diagnostic assessments to identify needs, and implement targeted interventions such as Lexonik, IDL Literacy, and TRUGS to strengthen decoding, comprehension, vocabulary, and fluency.	A range of specialist interventions, including Lexonik, IDL Literacy and TRUGS, provided targeted support to address individual barriers to learning. 27 pupils accessed specialist provision, with all demonstrating progress through their respective programmes. Impact was particularly strong in Lexonik Advance, where PP pupils made an average of 33 months' progress, exceeding that of their non-PP peers. Identified EAL pupils also received targeted language support, developing their vocabulary and communication skills to access the curriculum with greater confidence and independence. These outcomes demonstrate the value of diagnostic assessment and personalised intervention in addressing literacy barriers. Continued provision will focus on identifying needs early and ensuring pupils receive appropriate support to strengthen their learning across the curriculum.
Utilise our Year 11 intervention programme for disadvantaged pupils, combining evidence-based revision strategies, exam technique coaching, independent study skill development, and small-group or one-to-one tuition. The programme is data-driven, focuses on closing knowledge gaps, and uses motivational	A comprehensive, data-driven Year 11 intervention programme provided targeted academic support through revision sessions, exam technique coaching, independent study strategies and small-group tuition. PPE assessments informed the identification of gaps in knowledge and targeted intervention, with PP pupils prioritised for additional support. Parental engagement, regular monitoring and motivational strategies encouraged sustained participation. PP outcomes demonstrated significant improvement from PPE1 through to final GCSE examinations. Combined English and maths Basics 4+ increased from 25.0% at PPE1 and PPE2 to 47.7% at GCSE, while Basics 5+ increased from 9.1% to 22.7%. PP Attainment 8 also improved from 30.08 at PPE1 to 36.03 at GCSE. Progress was evident across several subjects, including English Language, English Literature, Maths and History, reflecting the breadth of targeted academic support. The strongest impact was evident in improved final examination outcomes, with consistent engagement in intervention associated with positive progress. Continued

elements and rewards to sustain engagement.	development will focus on maximising PP attendance at intervention sessions, using assessment to refine support and sustaining improvements across the full curriculum.
Provide bespoke one-to-one online tutoring for disadvantaged and vulnerable pupils, tailored to address gaps in knowledge, build confidence, and strengthen self-esteem, supporting progress in key subjects	Targeted one-to-one online tutoring addressed individual gaps in knowledge and supported academic progress. All but one participating pupil improved their outcomes, either through an increase in grade or improved performance within the same grade. One pupil progressed from a low grade 4 at PPE1 to within one mark of a grade 5 at GCSE. Evaluation demonstrated that consistent attendance was associated with stronger progress, highlighting the importance of sustained engagement. A structured approach to incentivising attendance, including recognition, praise and milestone-based rewards, will be introduced to improve participation and maximise the impact of tutoring.
Ensure all disadvantaged pupils can access the curriculum by providing structured Homework Club and Breakfast Club support, offering a quiet, supervised space for learning, independent study, and access to resources.	Breakfast Club and Homework Club provided supervised environments where pupils could access resources, complete independent study and receive additional support, helping to reduce barriers to learning. 46% of Pupil Premium pupils accessed Breakfast Club and with 10 pupils regularly accessing Homework Club to support their independent learning. 86% participated in CASEO clubs, demonstrating strong engagement in wider enrichment opportunities. Whilst participation in enrichment was high, Homework Club uptake remained limited and will be reviewed to ensure support is accessible and responsive to pupils' needs.

Wider strategies

Budgeted cost: **£74,500**

Activity	Impact
Embed the principles of effective attendance practice as outlined in the DfE's Improving School Attendance guidance, focusing on increasing pupil/parent engagement, reducing absences, and supporting disadvantaged pupils to attend school consistently.	Targeted attendance strategies, including EBSA support, home visits, parental meetings and rewards, supported PP pupils and families in overcoming barriers to regular attendance. PP attendance remained broadly stable at 85.47%, while the gap with non-PP pupils narrowed by 0.52 percentage points to 8.78 percentage points. Encouragingly, PP persistent absence reduced from 40.4% to 37.8%, outperforming the national benchmark of 41.7%. Severe absence also reduced from 6.89% to 5.68%. These improvements demonstrate positive progress in tackling persistent and severe absence, although overall PP attendance remains below national levels. Continued targeted intervention will focus on improving attendance consistency and further narrowing the disadvantage gap.
Further embed and refine whole-school reading strategy to develop pupils' fluency, comprehension, vocabulary, and enjoyment of reading. This includes reading across subjects, independent reading for pleasure, reading	Reading continued to be developed as a whole-school priority, promoting a culture of reading for pleasure alongside academic reading across subjects. The embedded Read It Twice and three-step reading approaches, together with protected twice-weekly Register and Read sessions, strengthened consistency and expectations. Staff feedback (June 2026) was highly positive, with 98% agreeing that pupils enjoy Register and Read and 100% recognising its positive contribution to accessing wider reading. Investment in quality texts and participation in Lancashire Book of the Year further broadened pupils' reading experiences and cultural capital. Lesson observations and pupil voice indicate growing confidence in reading, alongside increased pupil accountability and engagement. Improvements in reading ages provide further

enrichment, and targeted support for struggling readers	evidence of progress, with pupils not making expected gains identified for more intensive, targeted intervention. Continued development will focus on embedding reading within subject-specific contexts, strengthening comprehension, vocabulary and pupils' independence as readers.
Continue to enhance pastoral support available to pupils including counselling, Intervention mentoring and behaviour support, lay chaplain	Several PP pupils received targeted support from the behaviour team to support their engagement in school. Of these, 53% are now showing positive, improved behaviour. Work is ongoing with the remaining 47%, with some of these pupils also having moved to alternative provision to support their development.
Ensure that the most disaffected pupils access Work-Related Learning and bespoke external provision, providing personalised pathways that support engagement, skill development, and post-16 readiness	All Year 10 pupils accessed Work Experience, with 73% doing so externally and the remaining 27% undertaking an array of virtual work experiences within school. Of those who completed WEX externally, Education/Childcare was by far the most popular sector, with a third of PP pupils engaging with this sector. Significant work around these pathways takes place within school to reflect these interests, including the attendance of Education/Childcare employers and training providers at Careers events in school, and the recent introduction of Child Development as a vocational option at GCSE. Further utilisation of our alternative provision pathway to ensure that our highest risk pupils and vulnerable pupils continue to remain in education and access continued teaching despite the significant barriers they face resulting in them successfully completing their education.
Provide comprehensive careers provision for all pupils, including mentoring, work-related learning, employer encounters, and guidance sessions, linked to academic support to maximise engagement, appropriate curriculum choices, attainment, and post-16 progression.	100% Pupil Premium pupils received prioritised careers guidance to support informed decisions about their post-16 pathways. Those identified as at risk of becoming NEET benefited from targeted careers events and an alternative pathways curriculum at Preston College. PP pupils were also prioritised for educational visits, employer encounters and wider careers experiences to raise aspirations and engagement. 100% of PP pupils engaged with at least two encounters aligned with the Provider Access Legislation, providing them with information about approved technical pathways. For those in Key Stage 4, the average number of encounters was even higher (seven in Year 10, three in Year 11). 100% of PP children with SEND in Year 9 received personalised Careers intervention to support their GCSE options choices, meeting with the Careers Lead 1-1 to receive detailed guidance. Further bespoke Careers interventions aligned with needs of PP pupils, throughout the year, including engagement with the LCC-backed CyberFirst MEGA Days, which prioritise those from disadvantaged and underrepresented backgrounds, and other events designed to support those at risk of becoming NEET, such as a NEET prevention workshop with South Ribble Council, and a college visit focussed on showcasing pre-advanced pathways. These targeted careers interventions allowed 25% of PP pupils to access a personalised and appropriate experience. 93% of PP pupils successfully transitioned to post-16 education, employment or training, demonstrating positive initial progression outcomes. This compares favourably with the national sustained destination benchmark of 83%, although the measures are not directly comparable. Continued priority will be given to pupils at risk of disengagement to secure appropriate and sustained post-16 destinations.

Deliver a planned programme of enrichment for all pupils, including CASEO, Interhouse competitions, Duke of Edinburgh (DofE), educational visits, and leadership opportunities, to broaden experiences, develop skills, increase engagement and close the cultural capital gap	A broad programme of enrichment, including CASEO clubs, Interhouse competitions, Duke of Edinburgh, educational visits and leadership opportunities, supported pupils in developing wider skills, confidence and cultural capital. 86.36% of PP pupils (152 pupils) participated in CASEO activities during 2025–26, demonstrating strong engagement with enrichment opportunities. However, participation remained below non-PP pupils (98.85%), highlighting an ongoing gap in access and engagement. Continued focus will be placed on identifying and removing barriers to participation, with targeted encouragement and support to ensure more PP pupils benefit from the school's wider personal development opportunities.
Ensure all disadvantaged pupils have access to the resources and materials needed to support learning and demonstrate progress, including digital devices, software, and other curriculum-related resources	All pupils in Year 11 were provided with revision resources across the full curriculum, along with access to equipment and stationery to aid study. 93% of those surveyed agreed they had access to the resources required to enable them to effectively revise for their exams. The subsidised iPad scheme enabled 60% of PP pupils to access a personalised device, reducing financial barriers and promoting equitable access to digital learning opportunities. PP pupils unable to access the scheme were provided with school devices, ensuring that all pupils could engage with technology-enhanced learning without being disadvantaged by a lack of resources. This inclusive approach supports independent learning, access to curriculum materials and participation in classroom activities. Beyond academic access, the provision contributes to pupils' confidence, self-esteem and sense of belonging, ensuring that PP pupils feel equally valued and included within the school community.
Ensure all Year 6 disadvantaged pupils experience a smooth transition to secondary school by providing targeted support before and during induction, including a step-up programme, familiarisation visits, mentoring, and personalised guidance, forming part of a wider transition strategy to support social, emotional, and academic adjustment	A comprehensive transition programme, including two induction days, targeted familiarisation visits, step-up provision and personalised support, enabled vulnerable and PP pupils to develop confidence, relationships and a sense of belonging before joining Brownedge. As part of the transition programme, we visit each primary school to hold individual conversations with class teachers and pupils, with a particular focus on inclusion and identifying any additional needs or barriers to a successful transition; where appropriate, we also conduct home visits to pupils who we feel would benefit from this additional support Year 7 attendance in 2025–26 was 93.63%, broadly in line with the national FFT benchmark of 93.78%, providing an encouraging indicator of successful transition and engagement. Low levels of suspension among PP pupils, alongside a reduction compared with 2023–24, provide further positive evidence of pupils' adjustment to secondary school. This carefully planned and personalised transition programme are supporting pupils' engagement, wellbeing and sense of belonging. Continued focus will on early identification and targeted support for pupils requiring additional help to settle successfully into school, will support maintaining these outcomes

Outcomes for Pupil Premium Pupils 2025-2026

Achievement

	Attainment 8			Basics 4+ English & Maths			Basics 5+ English & Maths		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
All	44.4	46.1	44.4	63.6	64.8	61.2	46.2	40.7	38.1
Non-PP	50.7	50.3	48.0	75.6	72.8	67.0	57.3	50.5	44.7
PP	34.2	32.4	35.2	44.0	35.5	47.7	28.0	8.8	22.7

Attendance

	OVERALL ATTENDANCE			PERSISTENT ABSENCE (10% OF SESSIONS)			SEVERE ABSENCE (50% OF SESSIONS)		
	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26
All Pupils	92.1%	92.6%	91.49%	20.8%	17.8%	19.1%	1.96% (12)	2.43% (14)	2.06% (16)
PP	86.3%	85.5%	85.47%	42.0%	40.4%	37.8%	4.89% (7 Pupils)	6.89% (10)	5.68% (10)
NPP	94.0%	94.8%	94.25%	14.0%	10.9%	13.3%	1.06% (5 Pupils)	0.85% (4)	1.00% (6)