

Pupil premium strategy statement – Derby Cathedral 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	905 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	51.9%
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)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs J Brown Headteacher
Pupil premium lead	Mr D Thompson Associate Assistant Headteacher
Governor / Trustee lead	Mr S Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£493,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£493,500

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment. When making decisions about how to use funding to improve attainment, the needs of all pupils in the school are assessed. The funding is then allocated with the aim of making maximum impact in the school. In line with DfE guidance the funding is not only spent on eligible pupils, or on a per-eligible pupil basis.

Research shows that whole-school strategies, like improving teaching quality, are highly effective in supporting all students, especially disadvantaged ones. At Derby Cathedral School, we prioritise mixed-ability teaching and quality first teaching for all students. Despite being oversubscribed, we remain committed to prioritizing pupil premium students to ensure they receive the support necessary for success.

Guided by the schools “Faith” values and ethos, our wider provision regardless of PPG status works towards the eradication of the gap that can be created through the following identified strands of poverty as highlighted in sociological research; economic, bodily, mental, cultural, spiritual, political, societal.

Decisions about how to achieve the maximum impact in the school are informed by research carried out by the Education Endowment Foundation and the National Foundation for Educational Research.

The school uses a tiered, evidence-based approach to pupil premium funding, focusing on teacher development and interventions to support disadvantaged pupils, aiming to improve attendance, behaviour, cultural capital, and readiness to learn.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the school development plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. We identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 2 years indicate that 36% of our disadvantaged pupils arrive below age-related expectations.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of literacy than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, 28% of our disadvantaged pupils arrive below age-related expectations.</p>
3	<p>Data suggests that disadvantaged students show a lag behind their peers when testing their early language and speech skills.</p> <p>Reduce the impact this has on their overall school experience and learning.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p> <p>This is indicated across the curriculum but particularly in maths and science.</p>
5	<p>Our assessments (including pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increase attainment across the curriculum at the end of KS4	By the end of our current plan, the gap between disadvantaged students and non-disadvantaged will have narrowed and no more than -0.4
High reading, writing and oracy levels	Reading comprehension tests demonstrate improved comprehension skills and reading ages among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills across all subjects	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning and behave well. This is supported by behaviour data across all curriculum areas. Reduction in Disadvantaged behaviour related incidents with an increased sense of belonging.
Sustained and improved wellbeing for all pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Sustained and improved levels of attendance	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. The percentage of all pupils who are persistently absent being (below 90%) and the figure among disadvantaged pupils being no lower than their peers.

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: **£291,165**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. EEF Diagnostic assessment	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment. EEF Metacognition and self-regulation EEF Behaviour	4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	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. Gov UK Teaching mathematics at KS3 EEF Improving Mathematics in KS2 and 3	1, 3, 4
Oral language intervention, following guidance in line with recommendations if from EEF	Oral language interventions aim to improve comprehension and reading skills by focusing on vocabulary, idea articulation, and spoken expression through explicit discussions of content and learning processes. EEF Oracy Interventions	3
Improving literacy in all subject areas in line with recommendations in the EEF guidance. We will target and fund professional development focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2, 3

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

Budgeted cost: **£108,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A targeted Accelerated Reader programme helps disadvantaged pupils improve comprehension and vocabulary.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: EEF Reading comprehension strategies	2,3
The school-led tutoring programme offers tuition, mentoring, and tutoring for pupils most impacted by the pandemic, with a focus on disadvantaged and high-attaining students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF One to one tuition And in small groups: EEF Small group tuition	1, 2, 3
Improve student's views relating to achievement and raise aspirations	The Axiom Maths curriculum's sequencing and task design enable mentors to apply research-backed teaching principles. https://axiommaths.com/our-curriculum/ Impact of The Brilliant Club working with students to raise aspirations https://thebrilliantclub.org/news/our-year-of-impact-2022-23/	All

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

Budgeted cost: **£93,765**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The programme offers intensive pastoral support for behaviour and emotion regulation, including staff training, collaboration with partners, and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Youth Endowment Fund Cognitive Behavioural Therapy Early Intervention Foundation Adolescent mental health Behavioural interventions and support EEF Behaviour interventions Emotional literacy support (ELSA) https://www.elsanetwork.org/</p>	<p>5</p>
<p>Embedding principles of good practice set out in DfE's advice. Breakfast to be provided for all students in line with the school's food regulations.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Gov UK Working together to improve school attendance Gov UK Statutory guidance for maintained schools</p>	<p>3, 6</p>
<p>The programme provides extra-curricular opportunities to support the whole child, build cultural capital, and remove financial barriers to participation.</p>	<p>Evidence base for effective extra-curricular opportunities: EEF Arts participation EEF Extending school time EEF Small group tuition</p>	<p>All</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £493,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Exam results: We have reviewed the performance of the schools disadvantaged pupils during the previous academic year, comparing to available national data and headlines and our internal assessments. This data shows that there is still a gap between disadvantaged and non-disadvantaged students. This is an ongoing focus for this academic year.

Attendance: Disadvantaged students' attendance to school for the previous academic year was 90.4% compared to a national figure of 85.4%.

Teaching Priorities: In response to addressing lower levels of literacy and numeracy targeted interventions were planned and delivered in response to the planned data points. This was delivered through additional staffing within English, Maths and Science. As well as teacher led interventions students were additionally supported through our use of school led tutoring, extracurricular intervention delivered by teachers, the SEND team and our Pupil Premium Champion.

Comprehensive CPD focused on teaching, learning, and feedback for staff, emphasising disadvantaged students. It covered curriculum design to meet the needs of students and individualised planning, using both internal and external expertise.

Targeted Academic Support: Literacy and numeracy interventions across KS3 took place to target all students but specifically targeting disadvantaged students. In addition to classroom teaching this included after school intervention, the use of additional tutoring and targeted academic support in school.

Targeted academic support for disadvantaged pupils within curriculum lessons and interventions took place and demonstrated both a quantitative and qualitative impact through internal assessments, pupil and parent voice.

Wider Strategies: An extensive offer of extracurricular opportunities and interventions have been on offer to all students. Funding to support disadvantaged students remains in place. Additionally, students were supported with uniform, equipment and resources as needed. This included any students that has no recourse to public funds.

We have a pupil premium champion, pastoral year leads, and an attendance manager supporting disadvantaged students academically and pastorally. Using Class Charts, we track and monitor behaviour, enabling timely interventions and positive outcomes.

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
Positive Behaviour interventions	Think For The Future Love4life School based counselling Derby City Boxing Academy YMCA Catering KICK Mentoring EFD
Maths targeted tutoring	First Class Maths Axiom Maths
Core subjects targeted tutoring	Enlightenment Education Academy 21
Turn around placements	Derby Pride Academy Junction 16 Respect Trust INclude