

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	1169 Y7-Y13
Proportion (%) of pupil premium eligible pupils	56.8% Y7-Y11 Well above average
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)	2025.2026 - Year 1
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr A Brown Headteacher
Pupil premium lead	Mr J Emberley Senior Assistant Headteacher
Governor / Trustee lead	Mrs Lisa Atkins (DDAT)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£545,025
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>	£545,025

Part A: Pupil premium strategy plan

Statement of intent

With the context of a new leadership team we are determined to improve whole school achievement and continue to narrow the attainment gap between disadvantaged and non-disadvantaged students. Within 2025 outcomes there are key subject areas identified where we need to drive improvement in outcomes. This focus will have a particular focus on English, Maths, Science, Humanities, Language, Computing and Performing Arts.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. When making decisions about how to use the pupil premium to improve disadvantaged pupils' 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 suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils, but particularly disadvantaged pupils. Regardless of Pupil Premium Grant status Derby Cathedral School is committed to majority mixed ability teaching groups, quality first teaching for all students and whilst being heavily oversubscribed as a school we are committed to prioritising pupil premium students. Through the schools "Faith" values and the ethos of providing the best quality education for students of all faiths and none, 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 also uses an evidence based tiered approach to the use of pupil premium funding, which balances spending across:

- Supporting training and continuous development to improve the quality of all teaching
- Targeting support for disadvantaged pupils through evidence-based interventions
- Supporting whole-school strategies to improve attendance, behaviour, build cultural capital and improve 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. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, 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. Outcomes English	<p>English outcomes in 2025 demonstrate all pupil significantly are below national. For disadvantaged pupils the gap is narrowing with a greater focus on higher and middle attainers still required.</p> <p>CAT4 tests must be completed with students upon entry to effectively identify attainment bands, gaps and to direct intervention and target interventions. This data must be cross checked against national KS2 outcomes to direct support and intervention as required upon entry.</p> <p>There is a need to further target academic intervention for some pupils.</p> <p>Assessments on entry to year 7 indicate that all pupils and those that are disadvantaged, arrive with lower KS2 outcomes than national average. 2025 cohort average is 100</p>
2. Outcomes Maths	<p>Maths outcomes have begun to improve and met FFT 20 in 2025. This still requires significant focus due to the high importance of the measure and coincidences of 5EM and next steps for our students.</p>

	<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 indicate that all pupils and those that are disadvantaged, arrive with lower KS2 outcomes than national average. 2025 cohort average is 100.</p>
3. Outcomes Wider Curriculum	<p>The outcomes are too low for Science (Triple HAP), Humanities and after improvement in 2024 Languages is again an area of focus.</p> <p>Whilst not flagging on the IDSR outcomes also need to be driven in the open element of foundational subjects.</p>
4. Teaching and Learning	<p>Teaching and learning is not yet producing successful outcomes for KS4 across the board. This is contrasted against positive outcomes P16.</p> <p>Ensuring HQIT through a teaching and learning framework is a key priority</p> <p>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. This is indicated across the curriculum but particularly in English, maths and science.</p>
5. Behaviour for learning	<p>Behaviour and learning culture is an ongoing focus. Ensuring a settled and calm environment with students in their lessons and ready to learn is a key priority. A reduction in behaviour issues is a key priority building on 24.25 ensuring learning can be prioritised and is not disrupted.</p> <p>Attendance must continue to be a priority and whilst 24.25 was above national we know this must continue to be driven to ensure students are learning. Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Reduce student passivity focusing on engagement and oracy to increase student active engagement in lessons.</p>
6. SEMH Provisions	<p>Being in a highly deprived area there are significant challenges with SEMH and student regulation. This requires students to receive a tailored level of support to support them to succeed.</p> <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. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack</p>

	of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
--	---

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
In line with national average	<ul style="list-style-type: none"> KS4 outcomes demonstrate we are at least in line with national average for disadvantaged students All outcomes are in line with national average
Higher levels of reading writing and oracy	<ul style="list-style-type: none"> At KS3 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. Attainment for disadvantaged students is in line with or above the national average for non-disadvantaged
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> 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. Trends overtime demonstrates that there is a reduction in disadvantaged behaviour related incidents resulting in a significant reduction in disruption to learning. A strong sense of community and belonging is demonstrated by a reduction in the number of uniform infringements. This is also demonstrated by student voice.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations. <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain strong attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being at least in line with national for disadvantaged students. The percentage of all pupils who are persistently absent is at least in line with national for disadvantaged. This is demonstrated with year-on-year improvements

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: £316,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Assessments to include (NGRT, CAT 4 and Sparx)</p> <p>Make better use of assessments to ensure we identify and address issues or gaps early.</p>	<p>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:</p> <p>https://www.gl-assessment.co.uk/assessments/cat4/</p> <p>https://www.gl-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/</p>	1, 2, 3
<p>Developing meta-cognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Use whole school coaching to develop teachers abilities to use high impact teaching</p>	<p>Whole school CPD programme and MAT package</p> <p>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:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	4

strategies to support students, in particular pupils with SEND needs.		
Improving subject specific teaching or reading, writing, nummery and oracy. We will use professional development time to develop teachers knowledge and skills	<p>Small group intervention delivered by HOD's for English and Maths. 7th Session model to target small group intervention as required to develop and address knowledge gaps an/or skills.</p> <p>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:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1, 3, 4
<p>Oral language intervention, following guidance in line with recommendations if from EEF</p> <p>Oral language interventions</p>	<p>Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. 	3
<p>Improving literacy in all subject areas in line with recommendations in the EEF</p> <p>Improving Literacy in Secondary Schools guidance.</p> <p>We will target and fund professional development focussed on each</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2

teacher's subject area.		
-------------------------	--	--

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

Budgeted cost: £121,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted teaching programme utilising accelerated reader as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2,3
<p>Delivering targeted tutoring programme to address key borderline students at 3-4, 4-5 borderline students.</p> <p>Specialist EAL tuition to support students to have functional language to access the main curriculum</p> <p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

Improve student's views relating to achievement and raise aspirations	<p>The long-term sequencing of the Axiom Maths curriculum and the specific task design in each session enable mentors to apply the research-validated principles of effective pedagogy that can also be seen in the best teaching in UK classrooms.</p> <p>https://axiommaths.com/our-curriculum/</p> <p>Impact of The Brilliant Club working with students to raise aspirations</p> <p>https://thebrilliantclub.org/news/our-year-of-impact-2022-23/</p>	1,2,3
---	--	-------

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

Budgeted cost: £106,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund and deliver a programme of additional intensive pastoral support to identified students with a specific focus on regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our partner schools, external stakeholders and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF'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:</p> <p>Adolescent mental health: A systematic review on</p>	5

	<p>the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Behavioural interventions and support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Emotional literacy support (ELSA) https://www.elsanetwork.org/</p>	
<p>Embedding principles of good practice set out in DfE's https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities advice.</p> <p>Breakfast 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.</p> <p>Working together to improve school attendance</p> <p>Statutory guidance for maintained schools</p> <p>Attendance/support officers role will focus on relationships, challenge and improving attendance for key students. This is</p>	6, 3

	also a key focus for all staff working pastorally.	
<p>To facilitate additional extra-curricular opportunities and interventions to further develop and support the whole child.</p> <p>Building cultural capital for our students and ensure that not child is excluded from additional opportunities due to financial challenges or restrictions.</p>	<p>Evidence base for effective extra-curricular opportunities:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,5,6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £545,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
Average Attainment 8 score	41.50	34.51	47.47	45.9	34.9	50.3
Percentage of pupils achieving grades 5 or above in English and maths GCSEs	35.4%	22.9%	46.9%	45.2%	25.6%	52.8%
Average EBacc APS score	3.81	3.10	4.41	4.08	3.02	4.49
Percentage of pupils entering the EBacc	57.3%	42.7%	69.8%	40.5%	29.0%	45.0%

Over outcomes

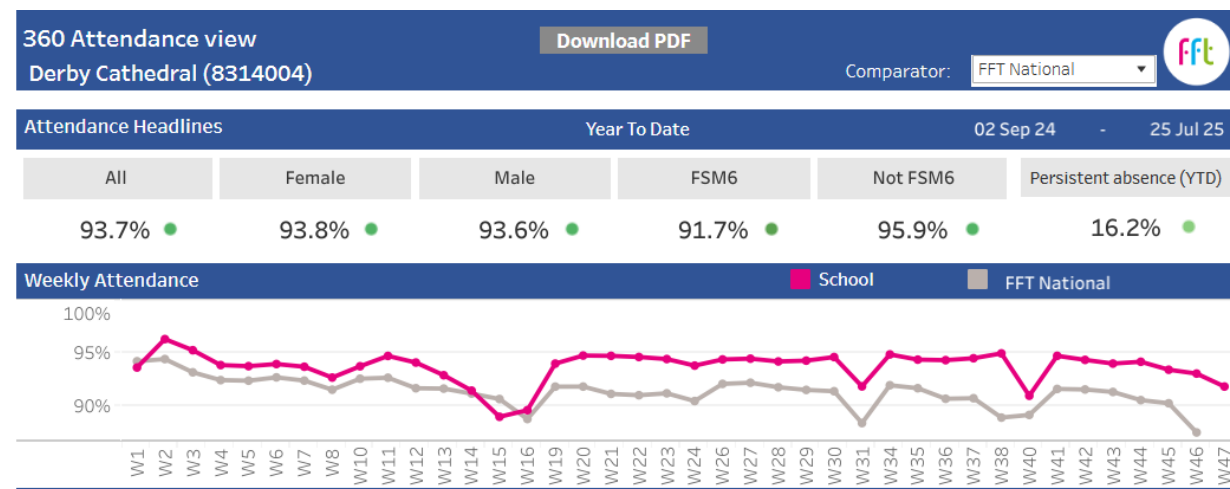
Good progress - Average Progress - Minimal progress

As seen in the outcomes table above our 2025 KS4 outcomes demonstrate that disadvantaged students achieve well and in some areas are above national average for disadvantaged students. The gap between disadvantaged students nationally in 2025 – 1.54 at Derby Cathedral school this is significantly narrower at –1.29. This demonstrates our drive to ensure students achieve but need to recognise that whole school achievement is still not as high as we want it to be. This gap has significantly narrowed since our 2024 outcomes.

Attendance

Good progress - Average Progress - Minimal progress

Attendance for all students and disadvantaged is above national figures for 2024/2025 this trend has continued into 25.26. The school has been recognised for FFT awards for attendance for both top 10% and 5% during 24.25 for both similar school contexts and “all schools”.



Autum 1 2025 all students

Aspire Attendance Tracker Attendance Summary report Derby Cathedral 8314004

Term: Year Group: Gender: FSM6: SEND: Download: [PDF](#) [PowerPoint](#) [Image](#)

Week commencing	YTD	8-Sep	15-Sep	22-Sep	29-Sep	6-Oct	13-Oct	20-Oct
Pupils		874	876	888	887	884	885	885
School Attendance	94.7%	96.0%	95.6%	95.2%	94.4%	95.5%	94.5%	93.9%
FFT National Attendance	92.7%	94.4%	93.0%	92.4%	92.4%	92.9%	92.6%	91.3%
Difference	● +1.9%	● +1.6%	● +2.6%	● +2.8%	● +2.0%	● +2.6%	● +1.9%	● +2.7%

Green circle = attendance is above the national attendance. Red circle = attendance is below the national attendance.

Autum 1 2025 Diss.

Aspire Attendance Tracker Attendance Summary report Derby Cathedral 8314004

Term: Year Group: Gender: FSM6: SEND: Download: [PDF](#) [PowerPoint](#) [Image](#)

Week commencing	YTD	8-Sep	15-Sep	22-Sep	29-Sep	6-Oct	13-Oct	20-Oct
Pupils		496	497	501	499	497	498	499
School Attendance	93.6%	94.9%	94.5%	93.6%	93.3%	94.5%	93.3%	93.3%
FFT National Attendance	88.3%	90.6%	88.7%	87.9%	87.9%	88.5%	88.1%	86.6%
Difference	● +5.3%	● +4.3%	● +5.8%	● +5.7%	● +5.4%	● +6.0%	● +5.2%	● +6.8%

Green circle = attendance is above the national attendance. Red circle = attendance is below the national attendance.

Autum 1 2025 Non-Diss.

Summary	YearGroups	PupilGroups	Absence	DataCheck	WeeklyExport		
---------	------------	-------------	---------	-----------	--------------	--	--

		Attendance Summary report						Derby Cathedral 8314004
Term:	Autumn1							
Year Group:	All	Gender:	All	FSM6:	Not FSM6	SEND:	All	Download: PDF PowerPoint Image

Week commencing	YTD	8-Sep	15-Sep	22-Sep	29-Sep	6-Oct	13-Oct	20-Oct
Pupils		378	379	387	388	387	387	386
School Attendance	96.1%	97.4%	97.1%	97.3%	95.8%	96.9%	96.1%	94.7%
FFT National Attendance	94.5%	95.9%	94.7%	94.2%	94.2%	94.7%	94.4%	93.2%
Difference	+1.6%	+1.5%	+2.4%	+3.1%	+1.6%	+2.2%	+1.6%	+1.5%

Green circle = attendance is above the national attendance. Red circle = attendance is below the national attendance.

Teaching Priorities

Good progress - **Average Progress** - Minimal progress

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 in the classroom students were additionally supported through our use of school led tutoring, extracurricular intervention delivered by teachers (7th Sessions), the SEND team and our Pupil Premium Champion who supported PP students closely both within and outside the classroom.

Comprehensive CPD for staff around teaching and learning, learning walks, marking and feedback with a specific focus on PP students was all delivered and maintained. The all CPD has been delivered centrally utilising expertise from staff and colleagues both internally and externally. A particular area of focus was the specific design of the curriculum to consider the needs of PP students within both long and medium term plans. There was also a clear focus on pedagogy and how to plan for the individual that was delivered though out CPD plan.

Targeted Academic Support

Good progress - **Average Progress** - Minimal progress

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. This was also undertaken across all subjects for key borderline students at KS4.

All students were surveyed to understand the needs of technology at home and were provided devices and wireless routers as needed to ensure learning can continue beyond the classroom. This supports homework completion as well as the ability to raise aspirations and plan next steps in education as required.

Wider Strategies

Good progress - **Average Progress** - Minimal progress

An extensive offer of extracurricular opportunities and interventions have been on offer to all students. Trips are now well embedded to enrich the curriculum and to build cultural capital for our 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 in place who works with students both academically and pastorally triaging a vast range of needs and specifically targeting academic support within core subject areas where a student needs additional support. In addition to this, we have five pastoral year leads and an attendance manager who works with all students but have a focus on disadvantage. We have a small internal alternative provision that facilitates a blended diet of specialised and intergrated lessons with our mainstream community. This strand of intervention is our highest level of behaviour support and attempts to avoid external referrals to alternative provisions and ultimately ensures we avoid permanent exclusions. We have now embedded the use of class charts to closely track, monitor and report behaviours of students this has had a positive impact on behaviour and provide interventions in a timely manner if needed.

The parental engagement focus shifted slightly with the need to virtualise and digitalise lots of our communications and events but this was an opportunity area to target and support families. Parent engagement remains a key area for development but is continually strengthening through the use of a parental support group and a wide number of events that are hosted in school to support academics and celebrate success.

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
Core subjects targeted tutoring	Enlightenment Education Academy 21
Turn around placements or interventions	Derby Pride Academy Junction 16 Respect Trust INclude