



Pupil Premium Strategy Statement - September 2025 - 2028

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	St Edmund Arrowsmith Catholic High School
Number of pupils in school	1210
Proportion (%) of pupil premium eligible pupils	14% (172)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sept 2024 - Sept 2027
Date this statement was published	Nov 24
Date on which it will be reviewed	Nov 24
Statement authorised by	M Dumican
Pupil premium lead	A Doolan
Governor / Trustee lead	A Connellan

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,900
*Covid 19 Recovery Premium (Unspent 2023/24) (24/25 Financial Year Summer Term)	£20,000 £10,764
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (Understatement)	£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	£239,664

Part A: Pupil Premium Strategy Plan

Statement of Intent

The St Edmund Arrowsmith Catholic High School mission statement is embodied in the commitment of every member of the community to **ACTION** and "Prepare the Way of the Lord" (Isaiah 40: 3-5) by **Aspiring** to our best, to show **Commitment**, use our **Talents**, **Inspire** others, **Overcome** challenges, **Nurture** positive relationships, and **Serve** God.

At St Edmund Arrowsmith Catholic High School we intend for all pupils to experience high quality teaching which allows them to leave the school with the necessary knowledge, skills and spiritual and emotional development to lead happy, successful lives. The school's drive for excellent attendance, first-class teaching and its facilitation of access to necessary resources supports its intention that the Pupil Premium cohort will progress in-line with or better than their non-Pupil Premium Peers.

To support the success of the Pupil Premium cohort, the school will ensure that:

- Attendance is closely monitored
- Designated staff will support the Pupil Premium Cohort
- All staff will take responsibility for delivering quality first teaching
- Barriers to learning are removed whether they be weaker than expected literacy or numeracy skills or access to uniform or resources
- Personal development programmes for Pupil Premium students will offer bespoke services and opportunities for curriculum enrichment will enhance their life experiences.

Close and regular monitoring of data will allow early intervention to take place once a need has been identified. School systems ensure that each child is known by their form and class teachers so that bespoke support can be implemented in a timely and appropriate manner. The school's joined up approach to the curriculum and pastoral care means that all Pupil Premium children will receive the support that they need to achieve.

Challenges

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

Challenge number	Detail of challenge
1. Attendance:	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is on average about 4.5% lower than the figure for all pupils across years 7-11. Whilst attendance for all pupils and disadvantaged pupils is significantly higher than the national average figure, there is nevertheless a strong desire to close our internal gap in attendance rates, including persistent absence, where there is the same discrepancy between pupil groups. Observations and data indicate that SEMH need is significant factor in pupil absence.
2. Gap in literacy and numeracy skills	Upon entry into school: KS2 data and results of reading tests indicate disadvantaged pupils have lower levels of literacy and numeracy skills. This can become a problem as pupils progress through the school where the role of wider reading and basic numeracy skills become important to achieving across the curriculum. 19% of disadvantaged pupils are also on the SEN register
3. Attainment	The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils, particularly in English Language and maths. Similarly, the attainment of disadvantaged pupils in GCSE subjects that require more sophisticated problem-solving skills or contain multi-step tasks, like combined science, is lower than non-disadvantaged pupils.
4. Behaviour and attitude	Many PP require additional support when addressing learning tasks that offer higher challenge. Difficulties in this area usually leads to under-performance and disengagement. (Appendix 4 and 5). Some of our disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success. Observations from recent data drops show that many lower attaining disadvantaged pupils lack meta-cognitive/self-regulation/retrieval skills. A disproportionate amount of PP receive internal and external exclusions.
5. Aspiration:	Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to help them have high aspirations for their future careers. A recent report highlighted a reluctance among our disadvantaged pupils to engage in extra-curricular and enrichment activities <i>including clubs, voluntary groups, sports teams and positions of responsibility</i> .
6. Dealing with anxiety.	Our discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, bereavement, depression (diagnosed by medical professionals) and low self-esteem. Teacher referrals for support remain high. These individuals access our Inclusion/MHST team on a regular basis. Some of them also have limited access to learning resources: this includes laptops, transport, basic school equipment and uniform. This can also add to their wellbeing.
7. Parental engagement:	Some parents/carers need additional information, support and guidance to help their child to learn and make progress. Some parents/carers need additional information, support and guidance to help their child to learn and make progress.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced, particularly with Y11. Current gap between FSM6 and not FSM6 is 3.6%. Persistent Absence among disadvantaged pupils to decline, particularly those in Y9.
2. To improve reading comprehension and numeracy skills across KS3.	<ul style="list-style-type: none"> Reading comprehension tests demonstrate an improvement in comprehension skills 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. PP pupils who show concern following numeracy testing will be assigned to additional support. Those pupils will be tested regularly and bespoke intervention assigned appropriately.
3. Improved attainment among disadvantaged pupils across the curriculum at the end of KS3 AND KS4, particularly in English, maths and science.	<ul style="list-style-type: none"> In-school variation is reduced across the curriculum by ensuring early targeted academic support is provided to the appropriate pupils. An improved Progress 8 score for the attainment of disadvantaged pupils in GCSE English, maths and science. Increased numbers of pupils meet their target GCSE grades.
4. Active participation of pupils in their learning across all lessons.	<ul style="list-style-type: none"> This can be seen in quantitative data from lesson observations, survey results from pupils and staff book reviews. ATL scores for PP pupils are in-line with those of nonPP pupils or shows an improving trend across all year groups. Behaviour records (Achievement Points & Behaviour Points) for disadvantaged pupils are in-line with those of non disadvantaged pupils. Decrease in number of internal and external exclusions. Improved metacognitive and self-regulatory skills across all subjects.
5. To achieve and sustain improved wellbeing/aspiration for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> Sustained high levels of wellbeing/aspiration by 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils actively accessing the Inclusion provision. Disadvantaged pupils to take part in curriculum based/school rewards trips. Improved metacognitive and self-regulatory skills across all subjects.
6. Improve parental engagement through taking a proactive and persistent approach in establishing connections that empower parents and carers to play a more effective role in supporting their child's educational journey.	<ul style="list-style-type: none"> A significant increase in attendance at events. Record of conversations/communications on Arbor which reflect encouragement from school to parents/carers of PP students. 100% of PP parents/carers engage with school via Arbor.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted Cost £2500 (Wave 1)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a sequenced curriculum, which is reviewed on a regular basis. This will include the review of assessment across the curriculum-formative and summative.	Sutton Trust Research 2011 'The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers.'* A structured Middle-Leader training programme which will allow staff to discuss vision, share good practice and make appropriate changes according to pupil needs. This will then be disseminated to departments. Professional development for teaching staff and in-class support staff.	1,2,3
Developing metacognitive, retrieval and self-regulation skills in all pupils. This should improve knowledge retention, revision strategies and home-learning. This will involve ongoing teacher training and support and release time. (CPD)	Teaching meta-cognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. According to the EEF, the impact of this intervention is +7 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3
Purchase of standardised diagnostic assessment platform. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions) (Wave 2)

Budgeted cost: £ 99,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students who struggle with literacy and numeracy receive an enhanced offer in small groups.	Small group tuition can improve learning outcomes by up to 4 months according to the EEF Reading comprehension strategies can improve learning outcomes by up to 6 months. <i>The national attainment gap stands at 18.1 months (based on 2019 data - pre covid pandemic) and is calculated based on pupils' performance in their English and maths GCSEs</i> <i>Pupil Premium: The persistent problem of poverty</i> <i>Written by: Sean Harris Published: 26 October 2020</i>	1,2,3
Additional staffing capacity in maths used strategically for pupil premium intervention. This capacity can be used to monitor progress, provide 1-1 and small group tuition, in-class support and team-teaching.	The EEF states that on average, 1-1 tuition is very effective at improving pupil outcomes. 1-1 might be an effective way to provide targeted support and is more impactful if it is additional and explicitly linked to normal lessons.	1,2, 3

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	The Bronfenbrenner approach helps to highlight that special educational needs are not something the pupil needs to change about themselves; rather, the school needs to consider how to change the quality of what happens in the immediate environment to best support the pupil's learning, taking into account the individual, the home and wider community, and time	1,2,4, 5
Support staff including Behaviour and Learning mentors, Literacy and numeracy interventions, Inclusion and Learning Development Leads for CLA PP.	Tailoring instruction to individual needs can effectively enhance pupil attainment. Research indicates that individualised instruction, especially with older secondary school pupils tend to yield higher effects.	1,2,3,6, 4

Wider Strategies (for example, related to attendance, behaviour, wellbeing) (Wave 3)

Budgeted cost: £ 106,813 plus £30,764 (Covid Recovery Grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement additional enrichment programmes so that our most vulnerable pupils can benefit from the additional time with peers and staff. The participation in the entire provision will be monitored, reviewed and addressed accordingly.	Sustainable extra-curricular academic and non-academic programme to support students. Research: Sutton Trust, Potential for Success. "Students should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success."	4, 5,6
Attendance team. School Attendance Officers closely monitors attendance of PP cohort and liaises with Learning Development Leaders i/c KS3 and 4 and CLA and EWO. Interventions are implemented according to need.	(There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A* to C including Maths and English. 73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A* to C. 'Improving Attendance at School' - DFE 2012)	1,5
Bespoke offers are put in place to address barriers to well-being/learning/behaviour	Both targeted interventions and universal interventions have positive overall effects (+4 months.) Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support.	1,2,3,4,5, 6,7
Strengthen the skillset of the Inclusion provision so that the needs of disadvantaged pupils are met.	In May, [2021] the government announced 17 million [would be made available] to improve mental health support in schools. 'Mental health problems have been exacerbated during the pandemic, particularly for families with lower incomes ... Supporting children early on to reduce the need for clinical interventions means they can receive help when they need it, rather than waiting until they are unwell.' Records show that PP students at SEA are more likely than nonPP students to need the support of professionals to maintain healthy well-being. The Education Policy Institute published a report in August 2020 which found disadvantaged children were over a year and a half behind their better off peers by the end of secondary school. 'On the eve of the pandemic this gap ... had begun to widen ... COVID-19 having exacerbated a whole host of deeply ingrained problems.' Natalie Perera – executive director of the EDUCATION Policy Institute.	4,5,6

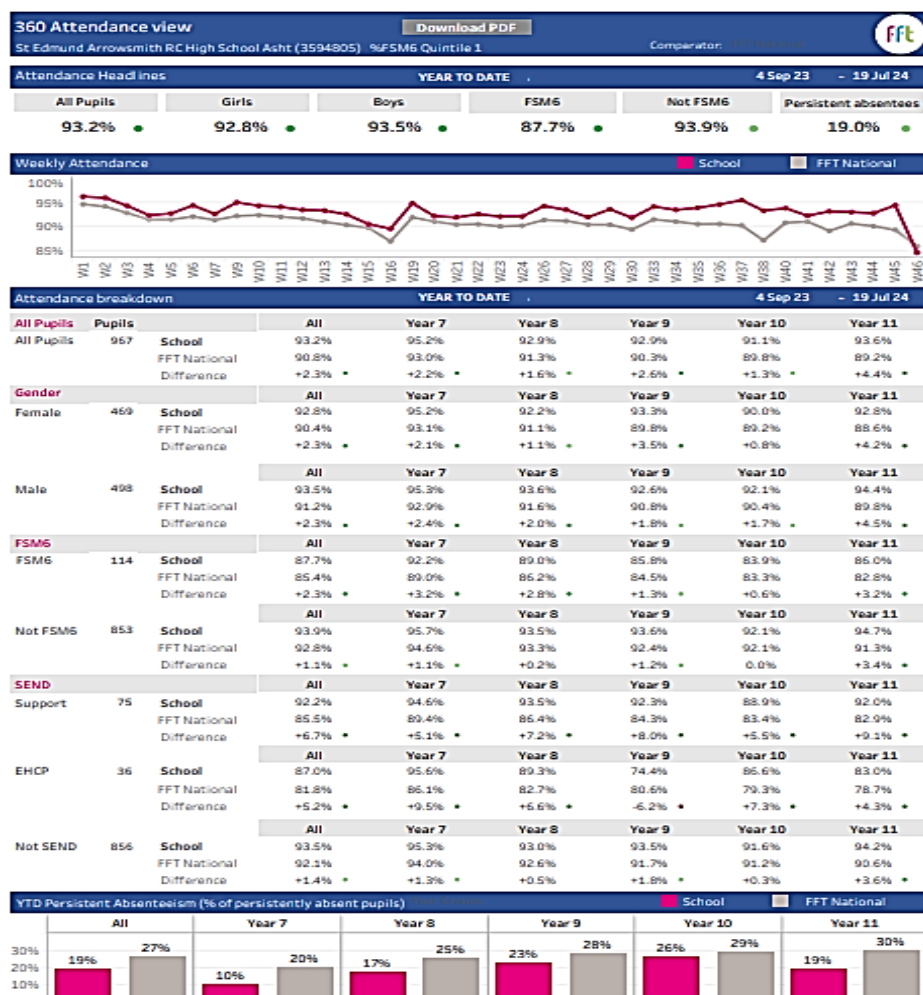
Use a range of avenues to determine that pupils have whatever is necessary to attend/achieve.	The research found that 98 per cent of school leaders and teachers believed that pupils were behind in their programme of curriculum study. The situation was worse for schools serving communities of socio-economic disadvantage. Head teachers and school leaders indicated in the report that almost 30 per cent of pupils have had no access to a laptop or computer in the home environment. Pupil Premium: The persistent problem of poverty Written by: Sean Harris Published: 26 October 2020	1,2,3
Contingency	N.B. Contingency fund will be allowed to roll over to the next year. The covid 19 recovery premium grant is not a permanent feature of funding and must be spent by the end of the Academic Year.	

Total budgeted cost: £ 239,664

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance



The attendance of PP pupils at St Edmund Arrowsmith Catholic High School is quite healthy compared to the attendance of PP pupils nationally. Locally, the SEA PP cohort are ranked 4th out of 19 schools. Nationally, they are in the top 30-40% of schools. A range of strategies are used to encourage good attendance at school but the low attendance of some persistent absentees impacts on the average attendance of the PP cohort. All the staff of the school are committed to raising attendance of all pupils, especially the PP cohort.

The attendance of PP students, particularly PA PP, continues to be a priority.

Out of the 32 PA PP Pupils from this time last year -

- 2 are under enforcement
- 1 attends an alternative provision
- 9 are now over 90%
- 9 have improved

Progress using internal data

The gap in the performance of pupils who are disadvantaged and those who are not is narrowing. At the minute, across all year groups, disadvantaged pupils are within 3% of their non-disadvantaged peers.

Year 7 – Term 3 Attitude to Learning (ATL) and Progress Data

The average ATL for Y7 PP students is 2

The average ATL for Y7 nonPP students is 1.9

Year 8 – Term 3 Data

The average ATL for Y8 PP students is 1.9

The average ATL for Y8 nonPP students is 2

Year 9 – Term 3 Data

The average ATL for Y9 PP students is 1.9.

The average ATL for Y9 nonPP students is 2.2.

Year 10 – Term 3 Data

The average ATL for Y10 PP students is 2.2

The average ATL for Y10 nonPP students is 1.9

Revision strategies will feature on the Year 11 pastoral curriculum prior to the mock exams and the whole school shift to a more stringent exam culture should help to better prepare all students, including PP students for the rigours of GCSE exams.

All pupils improved because of the intervention issued.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use a range of avenues to determine that pupils have whatever is necessary to attend/achieve. Spending plans for carry over funding/newly allocated additional funding include:

- *Department Development Funding. Heads of Department will be invited to bid for funding to develop QFT in their departments.*
- *Additional middle leader QA training.*
- *A programme of holiday booster tutoring sessions (Easter/June/Summer)*
- *Laptop support for pupils without access to technology.*