

# Pupil premium strategy statement

## Reviewed Dec 2025

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 Peter's Catholic High
Number of pupils in school	1031
Proportion (%) of pupil premium eligible pupils	14.5% (149 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2026
Date this statement was published	20/12/25
Date on which it will be reviewed	October 2025
Statement authorised by	A McGlown
Pupil premium lead	I Bromelow
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163080

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Peter's Catholic High School, our intention is to provide an inclusive, aspirational, and high-quality learning environment in which every pupil — regardless of background — can thrive and achieve their full potential.

We are proud of our strong sense of community, where pupils feel valued, supported, and that they belong. This inclusive culture, highlighted as a strength in our most recent Ofsted inspection, underpins our belief that every child can succeed and should be known, nurtured, and challenged to do their best. It reflects our mission *“to be a learning and serving community enriched through friendship and Christian faith.”*

We recognise that disadvantage can create barriers to learning, wellbeing, and future opportunity. Our Pupil Premium Strategy is designed to remove those barriers through evidence-informed approaches built around the three key pillars identified by the Education Endowment Foundation (EEF): high quality teaching, targeted academic support and wider strategies.

We recognise that pupils' academic success is closely linked to their wellbeing, attendance, and sense of belonging. Our wider strategies focus on addressing social and emotional barriers, enhancing cultural capital, and raising aspirations through enrichment, support, and engagement with families.

St. Peter's currently has **14.5%** of pupils identified as eligible for pupil Premium Funding.

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment of Disadvantaged students in comparison to not disadvantaged students.
2	Lower rates of attendance of disadvantaged students' parents/carers at parents' evenings, guidance evenings, options evenings etc. in comparison with not disadvantaged students.
3	Lower levels of engagement from some disadvantaged students and their parents/carers in supporting effective home learning and revision compared with their non-disadvantaged peers.
4	Lower rates of attendance of FSM students

## 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
To reduce the attainment gap between Disadvantaged students and Not Disadvantaged students The <b>EEF Guide to Pupil Premium</b> emphasises the importance of 'High Quality Teaching' as one of the key strands in improving outcomes for disadvantaged pupils.	Attainment gap to be in-line with or smaller than the national gap.
To continue to reduce the gap in attendance of parents/carers of Disadvantaged pupils and not PP parents/carers at guidance evenings and parents' evenings. This will be measured using attendance records.	Percentage Attendance of parents/carers of disadvantage pupils to continue to improve.
To develop a pupil's Keys to Success and the Student Leadership Programme which will be used to encourage participation in wider school life.	Disadvantaged pupils will engage with the Keys to Success Programme at similar rates to Not Disadvantaged pupils.
Targeted pupils to receive extra tuition in English, and Maths	<ul style="list-style-type: none"> <li>• In school assessment data identifies students who need extra support.</li> <li>• Identified students attend tutoring.</li> <li>• Improved outcomes for students attending tutoring.</li> </ul>
Improved levels of engagement in home learning.	Parent/carer feedback show improved levels of engagement.
Reduced rates of Persistent Absenteeism of FSM students	Attendance data shows that strategies have been effective in improving attendance of FSM students.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £67103

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to ongoing Staff Training and Development</p> <p>14% of AHT T&amp;L Salary £4000</p> <p>CPD</p> <p>£20603</p>	<p><u>EEF Tiered Approach -</u>  <i>"Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending."</i></p> <p>All staff to participate with regular planned CPD programmes</p> <p>Positive demonstrable impact of CPD on staff development and education of students.</p>	1
<p>Contribution made to the curriculum budget to support teaching and learning. £30000</p>	<p><u>EEF Tiered Approach -</u>  <i>"Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending."</i></p> <p>By strategically allocating staff resources, we aim to enhance the quality of teaching and optimize learning opportunities, in alignment with the EEF Teaching Toolkit guidance on the benefits of focused support and feedback.</p>	1
<p>Contribute to the salary of CIAG Mentor (Futures Co Ordinator)</p>	<p><u>EEF (2-month gain) for focused mentoring.</u></p> <p>Ensuring that students secure an appropriate Post 16 destination.</p>	1,2,3

£12500	<p>Providing individualised and tailored support for futures learning.</p> <p>University visit in Y8 to raise aspirations</p> <p>Extra 1:1 meeting with Careers Advisor Y7-11</p> <p>Extra support for Y11 transition</p> <p>1:1support for apprenticeship applications</p> <p>1:1 support for CV writing</p> <p>Access GM higher funded opportunities e.g. Leeds University and MMU University.</p> <p>Destination data shows that all pupils (and therefore all Disadvantaged Pupils) from the 2024 Leavers are currently in sustained education, employment or training.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £73307

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring in Maths, English and Science</p> <p>£6000</p>	<p><u>EEF Toolkit (4-month gain) Small group tuition</u></p>	1
<p>Contribute to the salary of HLTAs responsible for behaviour, learning and nurture.</p> <p>£20000</p>	<p><u>EEF Evidence (4-month gain) Small group tuition</u></p> <p>Support is provided for vulnerable students to help them engage with all aspects of school life more successfully.</p>	1,2,4
<p>Contribution to salary of SEND/Access Arrangements coordinator</p> <p>£2640</p>	<p><u>Access arrangements for exams ensure that all pupils are given an equal chance of success.</u></p>	1

<p>Ensure students have all necessary revision guides and resources. £1000</p>	<p><u>EEF evidence (7-month gain) Metacognition and self-regulation.</u> <u>EEF Evidence (5-month gain)</u> Parental engagement Providing the necessary materials to develop learning will aid a number of strategies to support learning. Revision material can encourage parents to support their child with revision.</p>	1,2,4
<p>Fund 14% of TLRs for 5 HOYs and 5 Deputy HOYs:  £11667</p>	<p><u>EEF (4 month gain for behaviour interventions)</u> <u>Parental engagement (4-month gain)</u> <u>This will ensure that all Year Groups have a Head of Year and Deputy Head of Year.</u> <u>Enable form tutors to mentor their students during form time.</u> <u>Build positive relationships with parents and be a 'point of contact'.</u></p>	1,2,4
<p>To make Individual contribution to each child on a specific need basis  £16000</p>	<p><u>EEF Evidence (3-month gain) Arts Participation</u> <u>EEF Evidence (7-month gain) Metacognition and self-regulation</u> <u>EEF Evidence (3-month gain) Extending school time.</u>  <u>PP students are provided with resources, equipment or tuition to ensure that they are not disadvantaged in any way from their peers.</u></p>	1,2,3,4
<p>Tutoring for CLA students  Funding for external tutors in English and Maths  £6000</p>	<p><u>EEF Toolkit (5 month gain) One to one tuition</u></p>	1
<p>Pupil Premium funding contributes towards the release time and leadership capacity of a designated Pupil Premium Champion,</p>	<p><u>EEF (4 month gain for behaviour interventions)</u> <u>Parental engagement (4-month gain)</u> The Pupil Premium Champion will help to improve links between school at home to ensure that any barriers to learning are identified early and addressed. Communications around events such as</p>	1,2,4

who oversees targeted interventions, monitors impact, and works with staff and families to reduce barriers to learning for disadvantaged pupils.  Cost £10000	Parents' Evenings and Guidance Evenings will be improved via more regular one-to-one conversations with families.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19451.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support to improve attendance, behaviour and attitude to learning.  Fund 14% of salary of 2 AHTs.  £8000	<u>EEf Toolkit (4 month gain) behaviour interventions</u>	2,4
Appoint EWO for 0.5 days per week with specific focus on FSM pupils £3988.43	Improve PA for FSM students Statistically, attendance has a direct correlation to performance and outcomes	2,4
Contribute to TESS worker to support behaviour interventions:  £3000	<u>EEf Toolkit (4 month gain) behaviour interventions</u>	1,2,3,4
Improve parental engagement for parents of PP pupils	<u>EEF Evidence (4-month gain) Parental engagement</u>	2,4

	<p>EEF recommendations on “Working with parents to support children’s learning”.</p> <p>Virtual Parents evenings support parental attendance.</p> <p>Invitation to Parental Revision Support evenings in KS4</p> <p>Form tutors to build relationships through phone calls home, postcards, EduLink</p>	
<p>Contribution to Uniform Costs for individual pupils.</p> <p>£1000</p>	<u>EEf Toolkit (4 month gain) behaviour interventions</u>	2,4
<p>Transport costs for individual pupil</p> <p>£2400</p>	<u>EEf Toolkit (4 month gain) behaviour interventions</u>	2
<p>Pupil Premium Checking service.</p> <p>£1063</p>	This enables school to ensure that staff are aware of who is eligible for Pupil Premium Funding	

**Total budgeted cost: £159861**

Contingency £3219

Total £163080



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### Indicators – Whole School

- Attendance of FSM6 Students for 2024/2025 was 4.7% above national (source FFT Aspire attendance tracker). For the previous academic year, the attendance of FSM6 Students was 4.3% above national.
- Internal code of conduct data shows that the vast majority of pupils who are eligible for Pupil Premium funding achieve their 'Code-of-Conduct' award.
- Internal progress data shows that the proportion of disadvantaged students who are making progress in line with or above their 'Expected Attainment Pathway' is broadly in line with the percentage of students who are not disadvantaged.

#### Indicators – Y11 Leavers 2025

Case studies are available which detail the outcomes and destinations for each of the 24 individual Year 11 students who were eligible for pupil premium funding.

Summary:

- Of the 24 disadvantaged pupils who left St. Peter's in 2025, 100% are currently in sustained education, employment or training. 14 (58.3%) are on Level 3 courses, 7 (29.2%) are on Level 2 courses. All 24 students were supported throughout Year 11 to ensure that they found appropriate next steps after leaving School.
- The A8 average score of 38.7 for St. Peter's disadvantaged pupils was above the A8 average of 34.0 for the Wigan LA (source Wigan EBIU Secondary Profiles 2024-2025).
- The percentage of disadvantaged pupils achieving grade 4+ in English and Maths (48.0%) was above the percentage for the Wigan LA (39%) (Source Wigan EBIU Secondary Profiles 2024-2025).
- The percentage of disadvantaged students who achieved grade 5+ in English and Maths (30%) was ABOVE the percentage for Wigan LA (23%) (source Wigan EBIU Secondary Profiles 2024-2025). This was 18% in 2023 2024 and was identified as a focus area.

## 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