

Pupil premium strategy statement 2025-26 Our Lady's Catholic College

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	Our Lady's Catholic College
Number of pupils in school	868 Years 7-11 (127 sixth form)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs H Seddon
Pupil premium lead	Mrs C Porter
Governor / Trustee lead	Mrs A Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 380550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£380550

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is rooted in the belief that every child, regardless of background or disadvantage, deserves access to a high-quality education that enables them to thrive academically and personally. We are committed to ensuring that disadvantaged pupils achieve outcomes in line with their peers by removing barriers, raising aspirations, and fostering a culture of high expectations.

We recognise that the most effective way to close the attainment gap is through excellent teaching, underpinned by robust assessment and responsive pedagogy. By embedding evidence-based practices and ensuring that all staff are equipped to meet the needs of disadvantaged learners, we aim to create a learning environment where all pupils are challenged, inspired, and supported to succeed.

Our strategy is structured around three interdependent pillars:

Pillar 1: Attendance – Securing Access to Learning

We recognise that **attendance is a prerequisite for achievement**. Our attendance strategy is proactive and inclusive, ensuring that disadvantaged pupils are supported to attend regularly and engage positively with school life. Through early identification, targeted intervention, and strong family partnerships, we aim to:

- Reduce persistent absence among disadvantaged pupils.
- Promote a culture of belonging and routine.
- Support pupils to develop a **positive and productive relationship with school**.
- Build strong relationships with families to support sustained improvement.

By fostering a positive and productive relationship with school, we aim to ensure that all pupils, particularly those who are disadvantaged, develop a strong sense of belonging and engagement

Pillar 2: High-Quality, Responsive Teaching

We are committed to delivering a broad, ambitious, and inclusive curriculum that meets the needs of all learners. Our teaching is underpinned by:

- Targeted reading interventions to close literacy gaps.
- Instructional coaching for Early Career Teachers (ECTs) to embed effective practice.
- Collaborative CPD that builds staff expertise in adaptive teaching and assessment.
- Rigorous curriculum quality assurance, ensuring alignment between curriculum intent, implementation, and the lived experiences of disadvantaged pupils.

We extend learning beyond the classroom through a rich extra-curricular programme and careers education, ensuring pupils develop cultural capital, broaden their horizons, and are well-prepared for future success.

Pillar 3: Increasing Independence – Building Agency and Aspiration

We aim to develop pupils who are confident, reflective, and self-regulating learners. This includes:

- Encouraging independent learning beyond the classroom.
- Embedding our oracy strategy to develop articulate, confident communicators.
- Supporting pupils to manage their emotions, reflect on their behaviour, and contribute positively to their communities.

Through this, we nurture pupils who are not only academically successful but also active, responsible members of their communities, with a clear understanding of how they can contribute meaningfully to society.

Our Commitment

We are relentless in our ambition for disadvantaged pupils. Through this strategy, we aim to:

- Narrow attainment gaps.
- Promote equity and inclusion.
- Foster aspiration and resilience.

This strategy is underpinned by a relentless focus on equity, inclusion, and excellence. We continuously evaluate the impact of our actions to ensure that our disadvantaged pupils are supported to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> The attendance of disadvantaged pupils is lower than non-disadvantaged pupils. Lower attendance is a significant factor in lower attainment. The gap between disadvantaged and their non-disadvantaged peers at the end of summer 2025 was significant. With attendance of non-disadvantaged pupils being 92.5% and disadvantaged pupils being 81.9% This has been an increasing issue since the pandemic, with pre-pandemic figures show that the gap was not as wide. With non-disadvantaged being 95.8% and disadvantaged being 94.1% (2018-2019)
2	<u>Poor literacy and low reading ages</u> Reading age assessments and progress data indicates that disadvantaged pupils at KS3 typically have lower levels of reading ability (fluency, decoding and comprehension) than their peers. This in turn impacts on the acquisition of knowledge and skill throughout the curriculum. This impacts on attainment in all subjects Our internal assessment shows that 30% of our pupils are below their chronological reading age with 61% of these pupils being disadvantaged
3	<u>Parental engagement</u> Parents of disadvantaged pupils are the most difficult to engage and this requires extensive support. On average 54% of our disadvantaged parents log into synergy to check their child information regularly. Attendance at parents evening can be a barrier and requires significant staffing for parental communication and follow up.
4	<u>Behaviour</u> There are more incidents of disruptive behavior and suspensions of pupils in the disadvantaged cohort that in the non-disadvantaged. This is represented in all (particular year groups) In the academic year 2025-26 75% of fixed-term exclusions were issued to disadvantaged pupils
5	<u>High quality teaching and the growth of Independence</u> We want to ensure that all our pupils experience consistent levels of high quality teaching. In addition to this we believe that the growth of interpersonal skills that impact on outcomes has been a growing challenge for our disadvantaged cohort. Key skills that pupils develop throughout their education are not as embedded and as such the areas of independence, ambition, confidence and communication are weaker among our disadvantaged pupils. The completion of independent home learning, the confidence to celebrate their achievements and their oracy in lessons are all areas that impact on achievement.
6	<u>Wellbeing</u> Analysis of safeguarding data, and discussion with pupils and meeting with parents have identified a significant number of pupils with social and emotional issues. These consist of factors such as poor mental health and anxiety. These challenges particularly effect our disadvantaged pupils, including their progress, attainment and attendance to school.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Overall attendance of disadvantaged pupils will improve to national average and the percentage of pupils who are PA will reduce to also be in line with national average.
Improved literacy skills and reading ages for all pupils, including those who are disadvantaged.	Reading assessment data demonstrates improved reading skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also recognise this improvement through engagement with texts, understanding of vocabulary and fluency of pupil reading.
The behaviour of disadvantaged pupils improves and, as a result, they access the high-quality teaching provided.	By the end of 2025/26, the progress of disadvantaged pupils will show consistent improvement since 2019.
All pupils, including those who are disadvantaged, receive high-quality safeguarding education which supports improved wellbeing.	Pupil, staff and parent voice demonstrates high levels of wellbeing and a secure understanding of actions to take to improve their wellbeing. Attendance initiatives to reengage disadvantage pupils and families consider how well being can be supported. EBSA framework is used to support this.
All pupils including those with disadvantage achieve well and will demonstrate increased levels of independence in their learning, in their oracy and self-regulation.	Parental engagement events to raise the profile of home learning are well attended with pupils understanding the importance and becoming more engaged in their learning outside the classroom. Pupils demonstrate greatly confidence and growing ability to use communicate skillfully in lesson support by the explicit teaching of oracy strategies to pupils. High quality response of teaching is consistently experienced by pupils in all their curriculum subjects

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 217,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
The schemes explicitly identify and plan for misconceptions, explicit terminology and language.	Schemes of work improve the quality of the intended and implemented curriculum. This impacts all pupils but has a particularly positive effect on children eligible for the pupil premium funding. Careful selection of language should be taught with high frequency words found in different contexts. EEF guide to using Pupil Premium Collaborative learning strategies that are well-selected and carefully designed. EEF report on collaborative learning approaches	2
English schemes of work for reading for pleasure have planned for the explicit teaching of reading.	Reading comprehension strategies have a high impact, which has been proven to improve the literacy of all pupils, particularly children eligible for the pupil premium funding. Reading comprehension strategies EEF Targeted reading aloud and book discussion improves reading and literacy. EEF oral language interventions	2
Effective diagnostic, intervention and tracking of reading age/fluency.	When reading ages are measured, and poor oral language and communication skills are identified as particular barriers, gaps in reading and language can be addressed. Effective diagnosis of reading difficulties is key in developing solutions. The thinking reading programme that we use in school targets range of skills, such as word decoding, comprehension and fluency. This programme is facilitated by 2 expert TAs who complete the probe testing, intervention and tracking.	2

	EEF why focus on reading fluency ? EEF guide to using pupil premium	
Whole school CPD programme planned to improve the quality of teaching	High quality teaching is fundamentally the most important factor when improving the outcomes of disadvantage pupils. Training teachers to use assessment effectively and become expert responsive teachers ensures that the curriculum is delivered in the most effective manner. The school is in its 2nd year of the embedding formative assessment programme. According to the EEF this programme has been proven to add 1 plus months on attainment for disadvantaged and 2 months for non-disadvantaged Embedding Formative Assessment EEF Improved oracy has been proven to be an important tool in improving the outcomes of disadvantaged pupils. The training of staff through Oracy 21 and the use of Iris so that staff can reflect and refine their pedagogical practices in oracy ensures that pupils are educated by reflective and committed practitioners. Effective implementation and embedded of these strategies adds an additional 6 months of progress according to the EEF EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Oral language interventions EEF Voice 21: Improving Oracy - second pilot EEF	5, 2
Investment in CPD materials for all teachers.	The sharing of best practices and the ability for staff to reflect on their practice is essential to improving pedagogical understanding and teaching. The Iris software and associated technology allows staff to share pedagogical practices but also be coached in a cross curricular manner to improve and refine their teaching and learning. The use of the National College and Walk thus further provide high quality CPD to improve pedagogical practices IRIS Connect: Developing classroom	5

	dialogue and feedback... EEF	
Induction and support for Early Careers Teachers and Newly Qualified teachers	Coaching for Early Career Teachers (ECTs) plays a vital role in ensuring high-quality teaching for disadvantaged pupils. Through targeted support, mentoring, and reflective practice, ECTs develop strong pedagogical skills and inclusive strategies that directly impact pupil outcomes. This investment in early professional development helps create consistent, high-quality classroom experiences, particularly benefiting those from disadvantaged backgrounds who rely most on effective teaching. Early-career support pilot EEF	1, 2, 3
Additional senior leader responsible for behavior	An additional senior leader is appointed to lead behaviour and inclusion strategies, ensuring disadvantaged students receive consistent, high-quality support. This role focuses on: Overseeing behaviour systems and restorative practices. Monitoring and supporting SEMH interventions for PP students. Coordinating staff training on trauma-informed and inclusive approaches. Ensuring rapid response to behaviour incidents to minimise lost learning time. Working closely with pastoral teams and external agencies to address barriers to learning.	4
Additional senior leader responsible for curriculum	An additional senior leader is appointed to lead curriculum development and teaching quality, ensuring disadvantaged pupils access a broad, ambitious curriculum and high-quality instruction. This role focuses on: Designing and monitoring a knowledge-rich curriculum that meets the needs of PP students. Leading professional development to improve teaching strategies for disadvantaged learners. Ensuring curriculum sequencing supports gaps in knowledge and builds cultural capital. Overseeing interventions and catch-up programmes linked to curriculum priorities. Monitoring progress and adapting provision for PP students across subjects.	5, 2

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of skilled TAs to manage the Thinking Reading programme	This programme has been proven to provide successful intervention and tracking to help support pupils to reach chronological reading age. One to one tuition EEF Thinking reading	2
HLTA (EAL)	Our internal evidence shows that utilising small group intervention to develop the acquisition of the English language helps to improve confidence and understanding of the language spoken in the classroom. Intervention will be targeted towards pupils who have under-functional verbal English skills and those who are unable to write coherently. Targeted intervention can be an effective method to support pupils to communicate effectively in English: Small group tuition EEF Research shows that a focus on literacy and language is especially important to support pupils for whom English is an additional language. English as an additional language (EAL) EEF	3
Learning support assistant 1:1 English and math's support	Trained teacher available in Ark provision to support pupils, external support for 1 to 1 math's intervention	2
Digital platforms Bedrock, Dr Frost and Seneca for independent learning outside the classroom	The use of digital platforms allows pupils to learn, practice and check independently. This ensuring that disadvantaged pupils are developing their independence but also embedding key knowledge and skills for the following lessons. How Bedrock supports the EEF vocabulary strategy	5

	Homework EEF	
Access to technology	We have a laptop loan scheme in school that ensures that all pupils have the resources to access their independent work outside lesson. 86% of our laptop loans are to disadvantaged families.	5
Providing an internal tutoring programme for GCSE English and maths. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and gaps can be an effective method to support any pupil who may be falling behind, both one-to-one One to one tuition EEF Small group tuition EEF	5
SALT intervention for speech and language with small groups	Speech and Language Therapy (SALT) small-group interventions provide targeted support to pupils with identified communication needs. According to EEF evidence, oral language interventions have a high impact on progress (+6 months) , particularly for disadvantaged pupils, when delivered in structured, small-group settings. These sessions improve vocabulary, listening, and expressive language, which underpin reading comprehension and writing skills, leading to better access to the wider curriculum. Small group tuition EEF	2, 5
Providing a high quality revision programme for year 11 pupils is vital to successful outcomes. This is especially important for our disadvantage students who may not have the resources or the support at home to effectively prepare for their exams.	In school support with a centralised revision plan, supporting revision resources, period 6 independent study after school for those who need a quiet space.	5
Providing year 7 pupils with a centralised home learning plan and a home learning period 6 if needed.	Supporting disadvantaged pupils with structured home learning tasks and resources can reinforce classroom teaching and close gaps in core subjects. According to the EEF Toolkit, parental engagement and homework approaches can have a moderate impact (+3 months) when well-designed and supported. Providing guidance for families and digital tools ensures pupils continue learning beyond school hours, improving attainment and confidence.	5

	In school support with a centralised independent home learning plan period 6 independent study after school for those who need a quiet space. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	
Parental information evenings to support home learning and exam preparation	Parental engagement is essential to ensuring all pupils but especially disadvantaged pupils are encouraged to attend and achieve. Hosting sessions to guide parents on supporting home learning and exam preparation can strengthen parental engagement, which the EEF Toolkit identifies as having a moderate impact (+4 months) when implemented effectively. These evenings equip families with practical strategies, resources, and confidence to reinforce learning at home, improving pupil outcomes and reducing barriers for disadvantaged learners. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	5

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

Budgeted cost:74,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and funding of two Attendance Officers. All pupils are informed of their weekly and overall attendance during form time. This is recorded in their planners. Pupil absence is carefully monitored and robustly challenged.	The ongoing process of raising the profile and importance of excellent attendance is a key feature of the DfE guidance on Improving school attendance Pupil absence is carefully monitored and challenged by the Attendance Officer through a range of phone calls, letters home and home visits as required. Meetings to resolve attendance and punctuality issues take place and where necessary, legal action is taken. We now employ 3 attendance offices to monitor and engage with pupils and parents Additional funding for attendance initiatives such as the double 100% half termly draws in every year group winning Amazon vouchers	1
Removing barriers that are linked to material deprivation that result in pupils not attending, engaging or aspiring to reach their potential	We offer breakfast club daily so that pupils start the day with a meal. We have a uniform store to ensure pupils are in the correct uniform and do not feel anxiety attached to this. We provide additional equipment when needed. Key resources provided are: Scientific calculators, Art resources at GCSE, resources for food and nutrition	1, 5, 6
Well-targeted intervention that not only supports academic progress but also fosters cultural capital and personal development.	By offering peripatetic lessons, the school is addressing barriers to enrichment that disadvantaged pupils often face, ensuring equal access to opportunities that build confidence, creativity, and resilience. Similarly, participation in the Duke of Edinburgh Award promotes leadership, teamwork, and problem-solving skills—attributes that are highly valued by employers and universities. Participation in the French trip provides	5, 6

	disadvantaged pupils with a unique opportunity to develop cultural capital, language skills, and independence beyond the classroom. Exposure to authentic language environments enhances confidence and fluency, while experiencing a different culture broadens horizons and raises aspirations. The trip also strengthens social skills and resilience through collaborative activities and problem-solving in real-world contexts. EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Teaching and Learning Toolkit EEF	
Offer a broad and inclusive range of extra-curricular clubs—such as chess, gardening, and LEGO club—to enhance cultural capital, social interaction, and problem-solving skills for disadvantaged pupils.	EEF Teaching and Learning Toolkit identifies arts participation and enrichment activities as having a positive impact on pupil engagement and attainment, particularly for disadvantaged learners. Internal data shows improved attendance and behaviour among pupils regularly attending clubs. Pupil voice feedback highlights increased confidence, teamwork, and enjoyment of school life. Research indicates that structured enrichment opportunities contribute to resilience and aspiration, aligning with wider strategies for personal development. Teaching and Learning Toolkit EEF	5,6
Providing an intensive, tailored interventions to support the social, emotional, and mental health needs of disadvantaged students, particularly those with ASD/ADHD or experiencing anxiety or other SEND.	Improved Emotional Regulation and Resilience: Students participating in Thrive, ELSA, nurture groups, and CBT sessions show better coping strategies, reduced anxiety, and improved readiness to learn. Enhanced Engagement and Attendance: Targeted SEMH support reduces barriers to learning, leading to improved classroom participation and fewer behaviour incidents. Raised Aspirations and Future Planning: Careers advice and workshops with external agencies (ACE, MIND, NSPCC, NEST) help disadvantaged pupils develop confidence, understand pathways, and set realistic goals for post-16 education or employment.	1,2,5,6

	Reduction in Mental Health Concerns: Access to counselling and specialist 1:1 support for ASD/ADHD students addresses underlying issues, improving wellbeing and academic focus. Positive Relationships and Social Skills: Group-based interventions foster peer relationships and communication skills, reducing isolation and promoting inclusion. Academic Progress: By addressing SEMH needs, pupils are more able to access the curriculum, contributing to improved attainment over time. Teaching and Learning Toolkit EEF	
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Total budgeted cost: £380550

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 past five academic years.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. It is not possible to compare to the 2020 and 2021 results to subsequent years.

Headlines	2020 CAG	2021 TAG	2022 Exam	2023 Exam	2024 Exam
PP Cohort	49%	44%	40%	39%	39%
Progress 8 PP	NA	NA	-1.11	-0.86	-1.11
Progress 8 Non PP	NA	NA	-0.55	-0.11	-0.14
Attainment 8 PP	3.63	3.28	2.95	2.91	2.93
Attainment 8 Non PP	4.99	4.34	4.07	4.29	4.30
Basics PP (4+EM)	36%	44%	33%	30%	31%
Basics PP (5+EM)	16%	20%	17%	11%	14%
Basics Non PP (4+EM)	67%	67%	56%	60%	63%
Basics Non PP (5+EM)	40%	36%	31%	41%	39%

Engagement data

Activity	All pupils	PP pupils
Attendance for targeted academic tuition	55%	45%
Attendance for extra-curricular clubs	40%	35%

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
Attend Embedding Formative assessment	Synergy STA

