

# Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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. Thomas Becket Catholic School
Number of pupils in school	936
Proportion (%) of pupil premium eligible pupils	26% (243 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Paul McCahill (Headteacher)
Pupil premium lead	Aisleen Cook (Assistant Headteacher/PP Lead)
Governor	Dierdre Muckhtar

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 271,111.85.
Recovery premium funding allocation this academic year	
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	£ 271,111.85.

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is that **all** pupils, irrespective of their background or the challenges they face, make excellent progress through access to a broad and balanced curriculum, and access to a rich and varied wider curriculum.

EEF research concludes that common barriers to learning for disadvantaged pupils include: weak language and communication skills; less support at home compared to their non-disadvantaged peers; lower self-confidence and more frequent difficulties with behaviour, attendance and punctuality.

We will ensure all of our teachers can identify the disadvantaged pupils they teach through the provision and analysis of important data because we want them to achieve as well as their peers. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, are 'looked after' or are young carers. The strategies outlined below are also designed to meet their needs, disadvantaged or not.

The key principles of our strategy plan have been underpinned by a comprehensive mapping exercise which has identified the challenges specific to our context but has also enabled closer consultation with disadvantaged students and their families so that support can be tailored more effectively. This means our approach is responsive to common challenges and individual needs, not assumptions about the impact of disadvantage.

At the heart of our strategy is **quality first teaching**, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap but will also have the added benefit of supporting our non-disadvantaged pupils at the same time.

Our **wider strategies** and **targeted academic support** are also integral to these plans and will focus on early intervention of needs relating to attendance, mental health and wellbeing, including targeted support and tutoring.

## Challenges

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

Challenge number	Detail of challenge
1 Achievement	Disadvantaged pupils (particularly key groups) make less progress than their non-disadvantaged peers.
2 Achievement	Disadvantaged pupils (particularly key groups) attain less well than their non-disadvantaged peers.
3 Achievement	Disadvantaged pupils (particularly key groups) do not achieve the basic qualifications in English and Maths in comparison to their non-disadvantaged peers.
4 Achievement	Disadvantaged pupils are less likely to achieve the qualifications needed for Level 3 qualifications than their non-disadvantaged peers.
5 Attendance	Disadvantaged pupils attend less well than their non-disadvantaged peers.
6 Literacy	Disadvantaged pupils are more likely to have reading ages lower than their chronological age.  Current yr7 – 51% below/significantly below average in comparison to 37% peers Current yr8 – 53% below/significantly below in comparison to 38% peers Current yr9 - 39% below/significantly below average in comparison to 39% peers
7 Additional Needs	Disadvantaged pupils are more likely to have identified learning and SEMH needs than their non-disadvantaged needs.
8 Behaviour	Disadvantaged pupils are more likely to be suspended/excluded than their non-disadvantaged peers.
9 Wider curriculum	Disadvantaged pupils are less likely to participate in activities that develop cultural capital. ('An Unequal Playing Field', DfE, 2019)
10 Wider support	Disadvantaged pupils are more likely to require external support for homelife in comparison to their non-disadvantaged peers.

## 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.

	<b>Intended outcome</b>	<b>Success criteria</b>
1	<p>A reduction in the in-school progress gap between disadvantaged and non-disadvantaged students whilst progress improves for all.</p> <p>Increased progress for disadvantaged pupils with middle and lower prior attainment.</p>	<p>2025/26 KS4 outcomes demonstrate that disadvantaged students achieve a progress 8 score in line with their peers.</p>
2, 3, 5	<p>Increased attainment of disadvantaged pupils, including a reduction in the gap between disadvantaged and non-disadvantaged pupils achieving 4+, 5+ and 7+ in both English and Maths.</p>	<p>2025/26 KS4 outcomes demonstrate that disadvantaged students achieve in line with their peers (diminishing the gap).</p>
5, 7	<p>All students are able to access the curriculum.</p>	<p>Regular reviews of curriculum form part of the ongoing QA processes within the school to ensure content is revisited. Targeted tuition closes specific gaps for groups of students.</p>
6	<p>A reduction in the in-school gap for attendance between disadvantaged and non-disadvantaged students.</p> <p>A reduction in PA amongst disadvantaged students in line with national average.</p>	<p>Attendance of disadvantaged students is above national average.</p> <p>The number of disadvantaged students who are PA is reduced to that it is below national average.</p>
7	<p>Effective intervention and whole school literacy have reduced the number of pupils whose reading age is below their chronological age by the start of KS4.</p>	<p>Standardised reading tests show that the proportion of students with reading ages below their chronological age at the start of KS4 has reduced.</p> <p>Targeted phonics, comprehension, and fluency intervention ensures the number of students whose reading age is below that of their chronological age in KS3 reduces.</p>
9	<p>A reduction in the in-school gap between suspensions and exclusions for disadvantaged students in comparison to non-disadvantaged.</p>	<p>An overall reduction in whole-school suspensions and exclusions leads to a reduced gap between disadvantaged and non-disadvantaged students.</p>
10	<p>Disadvantaged pupils regularly participate in activities that develop their cultural capital.</p>	<p>All disadvantaged students who wish to participate in activities/trips/clubs are enabled to do so.</p>

		Equal proportions of disadvantaged and non-disadvantaged students as participants.
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## 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: **£73,246**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to develop high quality teaching, assessment and a curriculum which responds to the needs of all pupils, including disadvantaged.</p> <p>Continued development of quality first teaching through the CPD programme.</p> <p>Use of evidenced based CPD programme to develop teacher mastery in 'Every Lesson, Every Day' – with specific reference to how it can support the effective teaching of disadvantaged students, and middle/low prior attainers. This will be delivered via expert staff within school. It may also be delivered via accredited external providers and/or visiting speakers.</p> <p>Use of the National College to deliver targeted courses to support a bespoke programme for individual members of staff and to empower school leadership at all levels.</p> <p>Use of technology in the classroom to assist the</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>A study published by the Education Policy Institute (Fletcher-Wood &amp; Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence.</p> <p>According to the EEF's Guidance Report on 'Using Technology to Improve Learning', "explanations and modelling are the foundations of effective teaching. High-quality explanations and models enable</p>	<p>1, 2, 3, 4, 5</p>

development of teacher mastery in 'Every Lesson, Every Day' (specifically the quality of modelling and explanations for all students) via visualisers for each classroom [funding for up to 45] and instant verbal feedback via mini whiteboards.	teachers to introduce and explain new ideas, knowledge, and skills to pupils in a way that is accessible, memorable and clear.”	
Implementation of GL Assessment suite to effectively identify attainment and reading ages to support high quality teaching and learning delivery.	The EEF report highlights Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group. 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.	

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

Budgeted cost: **£18,945**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional tutoring for disadvantaged pupils that are underachieving.	EEF research into small group tuition concludes that it can have an average of 4 months' additional progress over the course of a year. It is particularly beneficial for lower prior attaining students.	1, 2, 3, 4, 5
Implementation of Read, Write Inc. programme, Fix it Reading, Peer reading programme and Herts for Learning fluency intervention at KS3 to support the development of reading and the reduction of gaps between reading and chronological ages.	<p>According to EEF research, “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p>The EEF cites reading comprehension strategies as “high impact (+6 months)...alongside phonics.”</p>	1, 2, 3, 5, 7

<p>Deployment of Primary trained teacher to deliver foundational literacy interventions.</p>	<p><a href="#">Embedding reading fluency in the KS3 English curriculum – David Didau</a>  <a href="#">Five Ways To: Weave Reading into the Curriculum – teacherhead</a></p>	
<p>Deployment of a member of staff dedicated to supporting small groups of disadvantaged students with targeted interventions stemming from low prior attainment and relating to:</p> <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Numeracy</li> </ul>	<p>EEF research into small group tuition concludes that it can have an average of 4 months' additional progress over the course of a year. It is particularly beneficial for lower prior attaining students.</p>	<p>1, 2, 3, 5, 7</p>
<p>Incentivised rewards during years 7-11 targeting disadvantaged students achieving below minimum expected grades.</p>	<p>Reward is an agreed strategy by EEF and schools that incentivises performance.</p>	<p>1, 2, 3, 4, 5</p>
<p>Explore the use of workshops to encourage student wellbeing by supporting their metacognition and resilience.</p>	<p>EEF on SEL Intervention:</p> <ul style="list-style-type: none"> <li>• Interventions for secondary age pupils tend to be more effective (+5 months)</li> <li>• Effects tend to be slightly higher on literacy outcomes (+4 months) than mathematics (+3 months)</li> <li>• Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</li> </ul>	<p>3, 5, 7, 8, 9</p>
<p>Use of trained ELSA staff member to deliver targeted support to students with difficulties in emotional literacy.</p>	<p>EEF - Targeted interventions typically involve working with individuals or small groups of pupils who might benefit from developing their social and emotional skills or who have been identified with particular needs.</p>	<p>6,8,9</p>

	The impact of targeted interventions is typically a little higher than the average SEL approach.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£178,921**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the school culture through increasing the capacity of the pastoral teams. A Deputy Raising Standards Leader will be assigned to each year group to work alongside the existing Raising Standards Leader to oversee pastoral care. These teams will coordinate year teams, tutors, tutor time activities (including literacy and numeracy), PSHE lessons and resources to drive the school culture. A proportion of their time to be allocated to working specifically with disadvantaged students.</p> <p>Employment of a school counsellor and two family support workers to support the work of the pastoral team and increase capacity in the support of the social, emotional and behavioural needs of all students, including those who are disadvantaged. A proportion of their time to be allocated to working specifically with disadvantaged students.</p>	<p>According to EEF research into behaviour interventions, “The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</p> <p>CBT intervention up to psychodynamic counselling all have clear impact in supporting student emotional skill level and reduce depression and signs of anxiety (EEF)</p>	6, 8, 9, 11

<p>Reduce the number of disadvantaged students who are persistently absent students through a revised attendance policy and staged interventions approach. Increased home visits for these pupils and subsidised/fully funded transport options to assist with getting students into school (including for external exams).</p> <p>Developing the current behaviour and rewards system to target the attendance of disadvantaged students.</p> <p>Provision of a free breakfast for all disadvantaged students, to work alongside attendance/attainment strategies to improve attendance/attainment.</p>	<p>DfE headline figures 2018/19:</p> <ul style="list-style-type: none"> <li>i. Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths.</li> <li>ii. Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent.</li> </ul> <p>(Published May 2022)</p> <p>Reward is an agreed strategy by EEF and schools that incentivises performance.</p> <p>Adolphus et al. (2013): Rarely eating breakfast on school days (i.e. on 0-1 school-days per week) reduced capped (best 8) GCSE point score by 10.2 points and mean point per qualification by 1.2 points. The magnitude of the effects suggests meaningful differences in GCSE grades (Department for Education point score scale increases by 6 points for each grade increase).</p>	<p>1, 2, 3, 4, 5, 6, 8</p>
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips that require additional costs to be subsidised to increase participation and engagement of disadvantaged students. This would be inclusive of our Extra Curricular Programme and ensure all disadvantaged pupils benefit from equal access.</p>	<p>According to EEF research, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-</p>	<p>8, 9, 11</p>

Supporting families of disadvantaged pupils by ringfencing £150 per student to cover costs of uniform/equipment/revision materials and other required resources. Communicate this to parents regularly via our available platforms.	being have also consistently been reported.	
Implementation of Early Help Assessments (EHAs) and Pastoral Support Plans (PSPs) for disadvantaged students (where applicable) to identify areas of need and establish actions to increase support, maximise attendance and improve learning outcomes.	Early help can offer children the support needed to reach their full potential (EIF, 2021). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021).	1, 2, 3, 4, 5, 6, 8, 9, 11
Funding for staff to be able to extend the school day offer at key times of the year to open for 'Saturday School' and holiday revision and intervention sessions for disadvantaged students.	EEF findings into small group interventions are: <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i>  <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</i>	1, 2, 3, 4, 5
Mentoring work - mentoring of yr11 disadvantaged students and mentoring related to behavioural incidents leading to specific interventions to reduce incident frequency led by specialist support staff (DRSLs)	Identification of incidents and succession of incidents through RSL/DRSLs. Targeting interventions and tier of intervention to ensure barriers between school and student are removed and engagement in their educational process is high	1, 2, 3, 4, 5, 6, 7, 8, 9, 11

**Total budgeted cost: £271,112**

## 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. 2024 data provided for comparison.

2025 Key Outcomes for Non-PP vs. PP			
Measure	Non-PP	PP	GAP
Av. Attainment 8	40.71	33.29 (increased by 5.74)	7.42 (narrowed by 7.41)
Basics 9-7	8.5%	5%	3.5%
Basics 9-5	34%	25% (increased by 11.8%)	9% (narrowed by 17.2%)
Basics 9-4	54.7%	37.5% (increased by 11.2%)	17.2% (narrowed by 13.2%)
EBacc entries	17%	12.5% (increased by 2%)	4.5% (narrowed by 5.2)

2024 Key Outcomes for Non-PP vs. PP		
Measure	Non-PP	PP
Av. Attainment 8	42.38	27.55
P8	0.08	-0.98
Basics 9-7	8.7%	5.3%
Basics 9-5	39.4%	13.2%
Basics 9-4	56.7%	26.3%
EBacc entries	20.2%	10.5%

2023 Key Outcomes for Non-PP vs. PP		
Measure	Non-PP	PP
Av. Attainment 8	38.15	33.14
P8	-0.22	-1.14
Basics 9-7	8.2%	4.1%
Basics 9-5	35.3%	26.5%
Basics 9-4	49.4%	36.7%
EBacc entries	47.1%	22.4%

## 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
GL Assessments	GL Assessments
Unifrog	Unifrog
TenTen	TenTen
GCSE Pod	GCSE Pod
Seneca	Seneca
Pupil Progress	Pupil Progress

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*