Our Lady Queen of Peace
Catholic High School

Pupil Premium
Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	755
Proportion (%) of pupil premium eligible pupils	48.6%
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)**	2024/25 2025/26 2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs M. Henshaw
Pupil premium lead	Mr R. Hughes
Governor / Trustee lead	Mr S. Marston

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	402 190
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	402 190

Part A: Pupil Premium Strategy Plan
Statement of Intent

In Christ We Grow

Striving for excellence through caring, sharing and achieving.

'I am the vine; you are the branches. Those who abide in me and I in them bear much fruit' [John 15: 5]

The focus of our Pupil Premium strategy is to provide highly effective teaching that meets the needs of our students and allows them to succeed academically. We are working relentlessly to address the disproportionate impact of the pandemic on our disadvantaged students and to close the gaps in learning that have occurred.

Our school priorities of **Attendance, Behaviour & Curriculum** apply to all students in the school and specific focus is given to ensuring that gaps between disadvantaged students and their peers are reduced.

We will:

- Support students to have high levels of attendance
- Proactively teach and model the positive attitudes to learning that we expect in school
- Support students to have high standards of their behaviour and ensure that learning is not disrupted
- Implement an ambitious curriculum that is well sequenced to ensure that knowledge is gained incrementally over five years that allows students to achieve in their qualifications
- Develop the whole child by supporting students Social, Moral, Cultural & Spiritual development
- Develop students' literacy skills that serve as the foundation to understanding across the curriculum
- Raise achievement in all year groups through focussing on rigorous tracking and monitoring
- Ensure that disadvantaged students are ready for their next stage of education, employment or training

Our strategy spans all aspects of the work of the school and all staff have a part to play in closing gaps and improving the life chances of our students by ensuring that they leave school with the **academic currency** needed to have true choices for their next steps.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** *Attendance to school in 2024/25 was 89.7% for all students, however for disadvantaged students this is 85.8% compared with 92.8% for their non-disadvantaged peers. Levels of persistent absence were significantly higher for our disadvantaged students*
2	**Behaviour** *Behaviour data in all three stages of our school systems was significantly higher for disadvantaged students than their non-disadvantaged peers. Disadvantaged students had higher levels of suspension and permanent exclusions.*
3	**Curriculum - Qualifications** *The attainment gap between PP and nPP students exists in all measures that exist in 2025/26 (Basics and A8)*
4	**Curriculum – Key Stage 3** *Internal tracking has already identified that gaps in progress are starting to arise in students in lower year groups* ***in some subjects***.
5	**Literacy** *KS2 data indicates incoming Year 7 have a larger proportion of students that have not met the expected standard in reading than any previous cohort*
6	**Pastoral Care / Safeguarding** *Our data shows that disadvantaged students access a much greater range of pastoral interventions than their peers and have higher incidence of safeguarding concerns. These incidents are usually of more serious concerns often requiring external agency support and involvement.*

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 (2026/27)
Improved Attendance	• Improved attendance for disadvantaged students to at least 90% • Reduced persistent absence to 35%
Improved Behaviour	• Reduction in On-Calls • Reduction in suspensions and permanent exclusions • Disadvantaged students account for less than 50% of incidents
Improved Key Stage 4 Outcomes (**Academic Currency)**	• Attainment 8 is at least 38 • Basics (Strong) is at least 25% • Basics (Standard) is at least 50%
Improved achievement in all year groups	• At least 50% of all disadvantaged students are meeting academic expectations in RE, English, Maths, Science, History, Geography and MFL
Improved reading ages	• Average SAS for PP students to be 100 • Reduce the number of students below 100 SAS • Completion of 1hr 45 minutes of reading on Sparx Reader each fortnight
Improved attendance, behaviour and outcomes for disadvantaged students with SEND	• Improved attendance • Improved behaviour • Attainment 8 is at least 30

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

Budgeted cost: £ *226 386*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved formative assessment and feedback through introduction of the "Our Lady's Way" • Staff CPD focussing on key ingredients of a lesson • CPD on questioning and effective feedback • Consistent elements of written feedback implemented across school (WWW / EBI) • Use of Mini Whiteboards • Effective use of QLA to identify student specific gaps and provide support	Feedback | EEF (educationendowmentfoundation.org.uk) • Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. • It is important to give feedback when things are correct – not just when they are incorrect.	3,4
Embed the strategies from the EEF 5-a-day into the "Our Lady's Way" • 5-a-day strategies embedded within Our Lady's Way • Teaching & Learning Briefings revisit these regularly • Staff CPD • Ongoing quality assurance	EEF blog: The Five-a-day approach: How the EEF can support | EEF (educationendowmentfoundation.org.uk) • The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND: Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping & using technology.	3,4
Increase quality and frequency of homework • Homework expectations clear with staff • Tracked weekly via ClassCharts • Teaching Pastoral (HoY/AHoY) responsible for tracking homework completion • Staffed homework club	Homework | EEF (educationendowmentfoundation.org.uk) • Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. • Homework that is linked to classroom work tends to be more effective	3,4
Improved curriculum implementation to ensure that students learn what is intended • Staff CPD • Subject Support • Curriculum development work	Improving the impact of teachers on pupil achievement in the UK – interim findings - Sutton Trust	3,4,5
Small group working for those at risk of permanent exclusion • Onsite ASPIRE Provision • ASPIRE Manager to coordinate • Small group teaching • Offsite Alternative provision	Small group tuition | EEF • Small group tuition has a positive impact on average (+4 months)	1,2,3,6
Mastery Learning in Mathematics • Opportunities for independent practice where subject matter is broken down into core knowledge for each year group with specific outcomes • Fortnightly SparxMaths sessions to enable students to work to attain mastery	Mastery learning | EEF	3,4

Targeted academic support

Budgeted cost: £ *24 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of TAs to enable students needs to be met in class	Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) • Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact • Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching	2,3,4,5
Reading for meaning strategy implemented across form time and all subjects • Sparx Reader during form time to increase novels that students read • Bedrock Literacy for Y7-9 to improve vocabulary • Form Time Comprehension program • Reading for Meaning in subjects • Literacy coordinator tracking impact and intervening early	Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) • Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. • It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	3,4,5
Ensure students that are not phonetically sound become confident with phonics • Fresh Start Phonics delivered in school • Assistant Headteacher (SEND) responsible for Phonics interventions	Phonics | EEF (educationendowmentfoundation.org.uk) • 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.	3,4,5

Wider strategies

Budgeted cost: £ *151 804*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve behaviour in school and reduce disruption • Appointment of a behaviour manager • Appointment of behaviour mentor • Implementation of behaviour curriculum • De-escalation training for staff • Thrive training for staff • Daily tracking of behaviour with Learning Managers • Deputy Headteacher leading on behaviour & attitudes	Behaviour interventions | EEF (educationendowmentfoundation.org.uk) • Both targeted interventions and universal approaches have positive overall effects (+ 4 months).	1,2,3,4,
More regular opportunities for parental engagement through Parent Forum, Key Information Evenings & Parents' Evenings	Parental engagement | EEF (educationendowmentfoundation.org.uk) • Parental engagement has a positive impact on average of 4 months' additional progress.	1,2,3,4
Improved social, emotional and mental health • 5 non-teaching pastoral staff (1 per year group) • Curriculum for life program • Personal development days • External speakers • Work Experience support • Contribution to Duke of Edinburgh admin funding • Assistant Headteacher leads on personal development	Social and emotional learning: An evidence review and synthesis of key issues - Education Policy Institute (epi.org.uk)	6
Improving attendance • 5 non-teaching pastoral staff • Attendance Improvement Officer • Assistant Headteacher leading on attendance	Supporting attendance | EEF (educationendowmentfoundation.org.uk) • Significant correlation between lower attendance and lower academic outcomes. • Students at OLQP in 2024 with attendance over 95% went on to achieve 2 grades higher in each subject than their peers with attendance below 85%	1,3,4
Physical Activity – Extra Curricular • Free transport home to reduce barriers for participation	Physical activity | EEF • Average impact is +2months	1, 2,3,4

Total budgeted cost: £ 402 190

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 4 Outcomes

	2024 *Unvalidated*		2025		2026	
	PP	**Non-PP**	**PP**	**nPP**	**PP**	**nPP**
Attainment 8	34.8	41.8	33.3	41.6	33.7	42.1
Gap	*-7*		*-8.3*		*-8.4*	
Basics 5+	18%	30.7%	16.9	31.6	18.6	26.9
Gap	*-12.7%*		*-14.7%*		*-8.3%*	
Basics 4+	41%	58.7%	33.8	60.2	38.6	51.9
Gap	*-17.7%*		*-26.4%*		*-13.3%*	

- Outcomes for those eligible for pupil premium funding have increased in each of these 5 key measures from 2023 and the gap has closed in 4 out of the 5 measures showing that those eligible for pupil premium funding are improving **faster** than their peers.
- Whilst improvement has been seen the outcomes do need to continue to improve at pace to close the gap

Attendance

	2023/24		2024/205		2025/26	
	PP	**Non-PP**	**PP**	**Non-PP**	**PP**	**Non-PP**
Overall	83.6	91.7	85.4	88.9	84.9	93.0
Year 7	86.4	93.6	87.9	94.1	87.8	93.7
Year 8	84.2	92.7	87.3	92.9	83.0	92.7
Year 9	79.3	89.7	87.8	93.6	84.8	92.7
Year 10	83.6	90.8	83.9	91.2	87.7	92.9
Year 11	85	91.8	84.3	92.4	82.2	93.4

- Attendance to school remains a significant challenge

Behaviour

- Instances of poor behaviour at all levels are higher for those eligible for pupil premium funding compared to their peers

Reading Age (Standardised Age Scores)

	Baseline		End of Year	
	PP	**Non-PP**	**PP**	**Non-PP**
Year 7	90.3	95.4	90.4	98.3
Year 8	88.9	92.6	90.6	94.3
Year 9	89.1	93.7	91.9	102.0

- Students eligible for pupil premium funding made progress in all year groups with the gap reducing in Year 8
- Reading Ages & Standard Scores for students eligible for pupil premium funding continue to be below expectations and are a barrier to understanding the curriculum across all subject areas