



# Pupil Premium Strategy Statement

## St Richard Reynolds Catholic College - High School Pupil premium strategy statement

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. This strategy was informed by the following documentation:

[Using pupil premium: guidance for school leaders](#) - DFE, March 2025

[Pupil premium strategy statement template](#) - DFE

[The EEF guide to pupil premium](#) - Education Endowment Foundation.

### School overview

Detail	Data
School name	St Richard Reynolds Catholic High School
Number of pupils in school	1175
Proportion (%) of pupil premium eligible pupils	9.14% (82 students) (Yr7: 13, Yr8: 19, Yr9: 20, Yr10: 11, Yr11: 19)
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	September 2026
Statement authorised by	Sorrel Simmons, Head of School
Pupil premium lead	Elisabeth Godliman, Assistant Principal
Governor / Trustee lead	Fiona Holton, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,705
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	£146,397

## Part A: Pupil premium strategy plan

### Statement of intent

At St Richard Reynolds Catholic College, we are committed to ensuring that all students receive the necessary support and opportunities to thrive. The St Richard Reynolds Pupil Premium Strategy outlines our approach to identifying and addressing the challenges faced by disadvantaged students. While the strategy is designed to support pupils eligible for Pupil Premium funding, its impact extends to all students. Pupil Premium students are identified through our College's pastoral and progress monitoring systems, as well as through close collaboration with our feeder primary schools, enabling us to allocate funding effectively to address their specific needs.

Currently, 9.14% of our student population is eligible for Pupil Premium funding. Although this represents a relatively small cohort, we are committed to providing tailored support to meet each student's individual needs. Students are identified through our College's pastoral and progress monitoring systems, ensuring resources are allocated effectively. We believe that every student has unique skills, abilities, and aptitudes and deserves access to a broad, balanced, and challenging curriculum that reflects our local context. Quality First Teaching forms the foundation of our strategy, while micro-interactions and strong teacher-student relationships are recognised as critical for promoting the success of our most disadvantaged students. Grounded in Catholic Social Teaching, our curriculum supports students to become active members of our community, engage meaningfully in a dynamic and complex world, and pursue fulfilling, purposeful employment. Ultimately, it enables our students to become the person God created them to be.

The focus of our Pupil Premium strategy is to ensure that students are fully supported in achieving these aspirations, in line with their peers. In light of best practice recommendations, our objectives are:

- To raise the attainment of our PP students so that they make expected, or better than expected, progress compared to their non-disadvantaged peers.
- That our PP students receive a positive attainment 8 score of 6 or positive Progress 8 score at GCSE dependent on availability of KS2 data.
- To continue to provide a culturally rich education that goes beyond academic development.
- To ensure high attendance amongst PP students in line with the whole school attendance target of 98% - well above local and national averages
- To continue reducing barriers to learning by addressing inadequate home study facilities and resources for Pupil Premium students, including through the provision of access to IT and high-quality revision materials.

Our key principles are:

- **High quality teaching** with an emphasis on interleaving cognition and learning: we demand "Quality First Teaching" to ensure PP students' attainment is in line with their non disadvantaged peers and they make good progress.
- **Recruit and retain high-quality teaching and support staff.**

- **Continue our support for students with SEMH diagnoses:** developing their resilience and ensuring emotional well-being is not a barrier to learning.
- **Target support at key transition points** Key Stage 2-3, Key Stage 3-4 and Key Stage 4 onward.
- **Entitlement and enrichment:** provide a culturally rich education that goes beyond academic development through the provision of co-curricular activities that will enhance educational entitlement for PP students.

## Challenges

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

Challenge	Detail of challenge
1	Year 11 outcomes for 2024/25 demonstrate strong overall performance, with an Attainment 8 score of 6.2 - typically equivalent to a Progress 8 score close to +1 and well above the national average. Pupil Premium students achieved an Attainment 8 score of 4.51, showing improvement of .24 on 2023/24 data. Although based on a relatively small data set, the disparity between Pupil Premium students and their non-disadvantaged peers remains evident and is also reflected in Key Stage 3 internal assessment data.
2	In the 2024/25 academic year, overall attendance for Years 7–11 improved to 95.5%, an increase of 1 percentage point compared with 2023/24. Attendance for Pupil Premium students also showed a positive trend, rising by 0.1 percentage point to 92.7%, which remains well above the national average of 86.4% for this group. Students meeting our minimum attendance expectation of 98% are achieving, on average, nearly a grade higher than peers nationally with similar starting points. Within the Pupil Premium cohort, a small number of students continue to have markedly lower attendance and are classified as persistent absentees, which may adversely affect their academic progress.
3	Within our cohort of Pupil Premium students there is a higher proportion of students with SEND (21.95%) than within the non-disadvantaged cohort (9.53%). Among the highest needs identified within this group are SEMH needs, cognitive processing including moderate learning difficulties, dyslexia and ASC.
4	Pastoral leaders and teacher observations indicate that Pupil Premium students often demonstrate less developed study skills, self-regulation and metacognitive strategies compared with their peers. This is sometimes compounded by home learning environments with limited access to technology or reduced parental support. Although the school currently provides resources such as GCSE revision

	guides for KS4 Pupil Premium students, these measures do not entirely bridge the attainment gap with their non-disadvantaged peers.
5	Ensure the recruitment and retention of subject-specific and specialised support staff, alongside the provision of high-quality CPD, to guarantee excellence in teaching, deliver targeted interventions, maintain consistency and effectively address student learning gaps.

**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>
Improve student outcomes. Raise attainment for PP students so that they make expected or better than expected progress compared with their non-disadvantaged peers.	PP Attainment 8 or Progress 8 is in line or better than whole school outcomes at KS4. N.B Progress scores will not be published in 2025 or 2026.
A whole school strategy of ‘Quality First Teaching’ to ensure PP student progress and attainment is in line with non-disadvantaged peers.  High quality teaching with an emphasis on cognition, challenge and interleaving of learning.	Ensure quality assurance of teaching and learning across the College, with a specific focus on PP student groups.  Use assessment data to identify and address learning gaps effectively.
Recruit and retain high-quality teaching and support staff.	PP KS4 Attainment 8 or Progress 8 score is the same as, or better than, their peers.  Internal data reflects progress of PP in KS3 matches or exceeds their peers.
Maintain high attendance of PP students in line with the whole school attendance target of 98%.	Attendance in line with non disadvantaged peers.
Continued SEMH support to develop resilience and ensure emotional well-being is not a barrier to learning.	Designated, specialised support will be effectively deployed and monitored - and as a result, PP KS4 Attainment 8 or Progress 8 score is the same as, or better than, their peers.

Entitlement and enrichment, ensure all students benefit from a culturally rich education that goes beyond academic development through the provision of extracurricular activities.	Continue to track participation levels in extracurricular activities and engagement with careers education and support, ensuring that both are in line with non-disadvantaged peers, and that attendance remains high.
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### Activity in the academic year 2025-26

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: £111,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment & retention of key specialist teachers	Evidence suggests that student attainment in core subjects such as English and Mathematics is raised when they are taught by subject specific teachers. <i>'Specialist and non-specialist' teaching in England: Extent and impact on pupil outcomes December 2016</i>	5&3
Quality First Teaching	The evidence suggests that quality Professional Development does indeed improve teaching, and pupil learning ( <i>Fletcher-Wood &amp; Zuccollo, 2019; Kennedy, 2016a; Lynch et al., 2019</i> ).	1,2 & 5
Evidenced based Teaching through CPD Focus on interleaving, subject scholarship and introduction of iPads to Year 7.	EEF ToolKit (2021) claims that 'interleaving and questioning' can add +7 months learning to a student, and 'assessment for learning and feedback' can add +6 to aid a pupil's progress. The Communication Trust's 2017 report, <i>'Talking About a Generation'</i> found that children who struggle with language or have poor vocabulary at age five are: <ul style="list-style-type: none"> <li>• Six times less likely to reach the expected standard in English at age 11.</li> <li>• Ten times less likely to achieve the expected level in mathematics.</li> </ul>	4, 3 & 2

<p>Subsidised Duke of Edinburgh trips for Year 9 and 10 students, enabling them to complete their Bronze and Silver awards, along with additional subsidised enrichment trips for other year groups to broaden participation and experiences.</p> <p>As a College with a music specialism we offer subsidised peripatetic music lessons students in KS3 and 4 as well as for PPG students completing music GCSE.</p>	<ul style="list-style-type: none"> <li>• More than twice as likely to be unemployed at age 34.</li> </ul> <p>Whilst evidence in the EEF Toolkit is primarily focused on academic outcomes, it suggests that outdoor adventure learning may play an important part of the wider school experience (EEF Toolkit (2021)).</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £15,277**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic support</p> <p>Additional period 7 Intervention for Year 11 and mentoring of specific students.</p> <p>Additional numeracy and literacy for targeted GCSE students.</p>	<p>The evidence indicates that one-to-one tuition can be effective, providing approximately five additional months' progress on average. (EEF Toolkit)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Toolkit)</p>	<p>1,2 &amp; 3</p>
<p>LSA support for targeted YC completing GCSEs.</p>	<p>Personalised tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as</p>	<p>3 &amp; 4</p>

	having low prior attainment or at risk of falling behind.’ (EEF Toolkit)	
Reading Age Test	‘Reading is the gateway to learning. It is the key to pupils’ future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers’. Ofsted, April 2022. “Literacy is key to academic success across the curriculum” EEF 2021 Targeted intervention for students with reading ages below chronological age. Introduction of Sparx reader and continuation of Sparx maths for Years 7-10 a digital reading platform to support students develop strong reading habits and enhance literacy skills.	1,2,3,4
Sparx		1,2,3,4

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

**Budgeted cost: £19,916**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of Chromebooks and iPads (Yr 7) for PP students.</p> <p>To ensure we are a phone free school - Provision of Yondr pouches for PP students.</p>	<p>Providing Chromebooks addresses the digital divide, ensuring that all students have the tools necessary to engage fully with Google Classroom to complete homework and access digital resources. In November 2025 we will introduce iPads to our Yr7 cohort.</p> <p>The EEF's research suggests access to technology can support disadvantaged students by providing personalised learning opportunities, facilitating homework completion and promoting student engagement, especially when supported by quality first teaching.</p>	<p>3 &amp; 4</p>
<p>Careers guidance and 1-1 careers meetings.</p> <p>Targeted high quality aspirational work experience placements</p>	<p>A comprehensive careers programme including 1-1 careers meeting with a qualified careers advisor in Years 10 and 11 with a personalised action plan for each student.</p> <p>Work experience helps develop valuable skills and helps students to define aspirations, secure competitive university admission and employability skills.</p> <p><a href="#">Education and Employers</a></p>	<p>1, 4</p> <p>1, 4</p>
<p>Enrichment days including Christian retreats, subsidised trips and D of E award</p>	<p>Evidence in the EEF Toolkit suggests that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience.</p>	<p>1,2 &amp; 3</p>
<p>Resources &amp; Uniform</p>	<p>Provide help purchasing uniform and essential equipment and resources,</p>	<p>1,2 &amp; 4</p>

	<p>ensuring all have the necessary tools and support to fully engage in their learning and school life.</p> <p>Studies by the Joseph Rowntree Foundation show children living in poverty face stigma resulting from an inability to afford uniforms and basic school supplies, which can negatively impact their well-being, confidence and academic engagement.</p>	
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**Total budgeted cost: £146,397**

## 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 -2025 academic year.

#### **Teaching & Learning; Continuing Professional Development**

GCSE outcomes demonstrate consistently strong overall performance for Pupil Premium students (Attainment 8 score of 4.51) however, their rate of improvement remains below that of the wider cohort. While this reflects the College's comprehensive "Quality First Teaching" strategy, further work is required to ensure that Pupil Premium students make progress and achieve outcomes fully comparable with their non-disadvantaged peers.

A robust monitoring programme is in place to track progress and attainment, as well as to assess the effectiveness of targeted interventions across Key Stages 3 and 4. To further support this, Pupil Premium student progress is prioritised during learning walks, book scrutinies and sample marking, with issues addressed through strategic seating plans and intervention. Additionally, the College has focused its professional development efforts on enhancing staff skills, particularly by promoting interleaving, subject-specific scholarship to support overall staff growth as well as comprehensive training ahead of the launch of iPads to Year 7.

Throughout 2024–25, the College has strengthened its approach to improving attendance for both disadvantaged and non-disadvantaged students through a collaborative and proactive strategy. A revised attendance monitoring programme, developed in partnership with Leadership Safeguarding Lead, Progress Leaders, and Form Tutors, has ensured timely communication with families and swift intervention where needed. Early identification of Year 7 students with pre-existing attendance concerns from primary school has enabled an accelerated response and effective support. Furthermore, the relaunch of the "100 Club" has raised the profile of attendance across the College, reinforcing its importance as a shared priority and a key driver of student success

We continued to provide Pupil Premium students with essential resources, including Chromebooks, KS4 revision guides, and subject-specific materials, ensuring equal access to the full curriculum. To further support learning, we delivered a targeted Year 11 breakfast club focused on developing independent study skills and equipping students with strategies to harness Artificial Intelligence effectively for revision. In addition, a revised intervention programme was introduced for Year 11 through a weekly period 7 lesson, offering structured revision support in the lead-up to mock and public examinations.

For Year 10 students, we once again organised intentional, high-quality work experience placements designed to broaden their horizons and enhance their personal and academic development. To embed a whole-college focus on Pupil Premium students, we raised their profile through the weekly publication of 'pen profiles,' which provided staff with key insights and practical strategies to maximise impact in the classroom.

### 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
N/A	
A/A	

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A