

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St. Alban's Catholic High School
Number of pupils in school	859 (+145 in Sixth Form)
Proportion (%) of pupil premium eligible pupils	21.5 % of Year 7-11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 (2025 – 26 academic year) of the 3 year strategy plan. 2024/25 - 26/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr S N Corless (Headteacher)
Pupil premium lead	Mrs J Block (Deputy Headteacher)
Governor / Trustee lead	Mr S Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24/25	£163,510
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	£163,510

Part A: St Alban's Pupil Premium Plan

Statement of intent

At St Alban's Catholic High School, we believe all students, regardless of background, should have the opportunity to fulfil their academic, spiritual, cultural and social potential. We are an inclusive community with high expectations for every student, and we aim to develop all students to be knowledgeable, morally informed and compassionate young people, who are committed to the Gospel values. We have high expectations for all our students and therefore, it is also our aim that disadvantaged students will achieve progress and attainment outcomes at least in-line with their non-disadvantaged peers at school, local and national level.

Students at St Alban's have access to a broad and balanced curriculum which will enable them to develop the knowledge, skills and experiences that they need to prepare them for the next stage of their education. All disadvantaged students will access high-quality personal development opportunities to ensure they are well-rounded individuals, able to exert positive change on their own lives, the lives of others and of the wider community.

Our approach is guided by the Education Endowment Foundation's (EEF) tiered model, prioritising high-quality teaching, targeted academic support, and wider strategies to tackle barriers to learning. The guidance is clear that the most effective strategy for improving outcomes for disadvantaged students is access to a high-quality curriculum through high-quality teaching and learning. High quality teaching is integral to closing the disadvantage attainment gap. Not only does this impact disadvantaged students but also allows their peers to sustain and improve attainment alongside them. We use evidence-informed practices to deliver sustained, long-term improvements.

We aim to achieve this through (but not limited to):

- ⌘ High-quality teaching aligned with Rosenshine's Principles and the Great Teaching Toolkit. This is supported through appropriate CPD (Continuing Professional Development) and CADT (Curriculum Area Development Time) to give departments time and resources to develop and share good practice
- ⌘ Knowledge rich curriculum planning
- ⌘ Embedded retrieval practice
- ⌘ Having high expectations for the achievement of all students and act early to intervene at any given point identified
- ⌘ Challenging disadvantaged students in the work that is set for them, teaching to the top
- ⌘ Targeted support and mentoring for all Pupil Premium (PP) students, particularly in examination year groups
- ⌘ Focus on providing our students with opportunities to develop their cultural capital and participate in activities beyond their wider experiences
- ⌘ Ensuring all students develop literacy and oracy skills with a focus on disciplinary literacy
- ⌘ Developing student confidence in their ability to communicate effectively in a wide range of contexts both in school and further education and careers
- ⌘ Enable students to manage their social and emotional wellbeing and develop resilience.
- ⌘ Guided support in choosing their subject pathway through the school as part of our options process in Key Stage 4 and 5

As recommended by EEF, we use a tiered approach to supporting Pupil Premium pupils to access, and make excellent progress within, the whole-school curriculum. We use evidence-based research

to select key areas of focus to deliver short, medium and long-term impacts to address the social disadvantage of pupils 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	Attendance Attendance data continues to show a gap between Pupil Premium and non-Pupil Premium students. In 2024-2025, the average attendance for all students at St Alban's Catholic High School was 92.8% which is up on the previous year of 91.4%. For Pupil Premium students, the average was 88% and for non-PP it was 94.4%. For academic year 2023-2024, for PP students the average was 85.8% and for non-PP it was 92.8% which shows a positive trend. This academic year to date, the average attendance for all students at St Alban's Catholic High School is 93.5%. For PP students, it is 88.5% and for non-PP students it is 94.6%. Persistent Absence has been a challenge at St Alban's Catholic High School but we are starting to see a positive improvement. In 2023-2024 the rate at St Alban's Catholic High School was 25.4% compared to a national average of 20.7%. Of these Persistent Absentees, 43% of them were PP and 57% were non-PP. Academic year 2024-2025, the Persistence Absence rate at St Alban's Catholic High School was 22.6% compared to a national average of 23.2%. Of these Persistent Absentees, 34% of them are PP and 66% are non-PP. Persistent Absence at the school currently stands at 16.9%. 20.3% of all PP students at St Alban's Catholic High School are regarded as persistently absent. The national average for Persistent Absence is 22.5%. Severe Absence at the school currently stands at 1.8%. 5.7% of PP students at St Alban's Catholic High School are regarded as severely absent.

2

Progress and attainment gap

2022, 2023 and 2024 GCSE data demonstrated a progress and attainment gap between Pupil Premium and Non – Pupil Premium pupils, as well as SEND and non-SEND PP.

	2024/25	2023/24		2022/23		2021/22	
	A8	A8	P8	A8	P8	A8	P8
All	46.9	48.9	0.13	47.7	0.1	51.1	-0.2
PP	35.96	40.1	-0.55	34.9	-0.79	36.6	-0.74
Non-PP	49.88	50.8	0.29	49.9	0.26	54.5	-0.01
SEN EHCP	24	13	-	13.8	-0.26	25.5	-0.6
SEN support	32.75	26	-0.3	35.3	-0.46	32.6	-1.26
No SEN	48.5	51.2	0.17	50.15	0.17	54	0.06

* No P8 Data – 2024/25

In 2024, the attainment gap between Pupil Premium (PP) and non-Pupil Premium (non-PP) students remained a significant area of focus. The Average Attainment 8 (A8) score for PP students was 35.96, compared with 49.88 for non-PP students. This represents a substantial attainment gap of 13.92 points, indicating that PP students continue to perform considerably below their non-PP peers.

While the Progress 8 (P8) data for 2024 is not fully available in the table, the A8 scores clearly show that the performance gap has persisted. This is particularly important given the high proportion of PP students who also have SEND needs - 23.3% of PP students are SEND, meaning a significant number are experiencing dual disadvantage.

This overlap is further reflected in the 2024 SEND data, where SEND Support students achieved an A8 score of 32.75, and those with EHCPs achieved 24, compared with 48.5 for students with no SEND. These patterns reinforce the challenges faced by PP students with additional needs and highlight the importance of continuing targeted academic, pastoral, and SEND-aligned interventions.

Overall, the 2024 data indicates that although some improvement work is underway, the attainment gap between PP and non-PP students remains wide, particularly for those who are both PP and SEND. This will continue to be a key priority in the updated Pupil Premium strategy.

3

Reading ages

Low reading age is a challenge to achievement for some PP students. We use GL assessments NGRT (New group reading test) which is considered to be the best test for detailed data and specific diagnosis of specific reading issues. Assessments suggest that around 29% of KS3 students eligible for the Pupil Premium are not reading at age related expectations. This is most prevalent in Year 8: in Year 7 30% of PP students are below expected standards; in Year 8 35% of PP students are below expected standards and in Year 9 20% of PP students are below expected standards.

4	Mental health Pastoral and Safeguarding data suggests that some PP students have experienced mental health issues that have negatively impacted on their progress and attainment. However, this is not disproportionate in comparison with the rest of the school.
5	Access to wider life experiences • Some of our disadvantaged pupils have less access to books, conversations and resources at home and have limited exposure to activities or outings • Some of our students from disadvantaged backgrounds lack the opportunities for wider experiences, causing a lack in cultural capital in comparison to their non-disadvantaged peers • Some PP students do not have access to IT equipment/resources, texts and a quiet learning space at home
6	Financial Some of our children from disadvantaged backgrounds may have financial difficulties: • With purchasing school uniforms • With affording to take children on wider experiences that families from non-disadvantaged backgrounds can afford • With affording healthy, nutrient rich food • School resources such as equipment and revision materials • School trips that offer experiences and opportunities beyond the classroom environment

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 students.	Sustained high attendance by end of academic year 2026/27 demonstrated by: • Attendance data will show increased PP attendance in line with national average • A reduction in in gap between PP and non-PP attendance from 6% to 3% • The overall unauthorised absence rate for all pupils being no more than 5% • The percentage of disadvantaged students persistently absent below 1% • A reduction in the number of persistently absent pupil premium students from 35% to 20% which would result in PA PP being below national average
Close learning gaps.	• By the end of the current plan in 2026/27, GCSE results will demonstrate that the gap between Pupil Premium and non-Pupil Premium pupils has closed in line with national outcomes • Pupil Premium students will have support meetings when making Pathways choices for GCSE subjects
Improve outcomes for those PP students with SEND.	Pupil Premium students with an identified SEND need will make progress and attain in line with their non-SEND peers. Staff surveys will suggest that staff feel confident in utilising strategies to support SEND students.
Improve student literacy and reading ages.	Using NGRT to measure progress, results data will demonstrate that students reading ages improve and are in line with age expected outcomes. Pupil premium students' will be reading at adult reading age (15+) by the time they leave school.
To foster stronger relationships between parents/carers and the school.	• Improved engagement and more opportunities for parents to visit the school. Eg. Parents' evenings, Year 7 celebration mass, meet the tutor evenings, etc. • Regular communication with parents/ carers regarding attendance and the progress of disadvantaged students. In particular, via student PP support worker

To achieve and sustain improved wellbeing support for all pupils, including those who are disadvantaged to reduce the impact of these barriers on young people and their progress through the curriculum.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • regular mentoring meetings for pupil premium students to ensure they are supported and feel valued. This will include regular contact with parents/carers. Information then shared with teaching and pastoral staff on specific need • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Positive impact seen on outcomes and attendance
Students will have access to resources and technology to support their learning.	Student survey/voice and individual PP meeting minutes with Pupil Premium Support Worker will indicate that PP students have all the resources they need to support their learning, and if not, these will be provided.
Increase students' cultural capital knowledge and opportunities for enrichment and CEIAG	All pupil premium students will have accessed at least one enrichment opportunity per academic year, and all will have engaged with CEIAG support by the time that they leave school. Internal tracking will show that PP students will have engaged with the wider enrichment offer/community at least once per academic year.
Access to intervention sessions to support gaps in learning	• Year 11 PP students will be targeted to attend revision sessions across the curriculum • Academic mentors will be provided for Year 11 students who are underachieving

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: £ 25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality teaching and learning through a high-quality, knowledge rich curriculum in line with Pupil Premium Strategy.</i> <i>This is achieved through a number of approaches including:</i> - <i>Quality first teaching based on Great Teaching Toolkit (Evidenced Based Education) and Rosenshine's Principles</i> - <i>Wholes school departmental, subject specific and personalised T&L development</i> - <i>Curriculum development training/CPD</i> - <i>A CPD focus on formative assessment</i> - <i>Embedded approaches to disciplinary literacy</i>	The EEF Guide to Pupil Premium (Autumn 2022): The EEF Guide to the Pupil Premium EEF An Updated Practical Guide to The Pupil Premium and LEarning Without Labels, Marc Rowland Great Teaching Toolkit – Evidence Based Education The Great Teaching Toolkit - Evidence Based Education Rosenshine's Principles of Instruction: Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT EEF guidance report on SEND in mainstream: Making Best Use of Teaching Assistants EEF EEF guidance report for effective CPD: EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 2 & 5
<i>Use of GL Assessments to support diagnosis of disadvantaged students' individual learning needs, in order</i>	The EEF suggest that investment in diagnostic testing will enable schools to be more evidence informed in supporting the bespoke needs of individuals, rather than a generic approach to interventions. When used	1 & 2

<i>to better equip classroom teachers, support staff, and interventions with the tools to support their learners.</i>	effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. The EEF Guide to the Pupil Premium EEF	
<i>Appointment of Designated Mental Health Lead</i>	Wellbeing in schools, improving mental health of pupils and the whole school (worthit.org.uk)	4
<i>Reading fluency staff training led by Ruth Everitt</i>	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools	1 & 2
<i>Appointment of Pupil Premium Support Worker</i>	Parental engagement EEF (educationendowmentfoundation.org.uk)	3, 4, 5 & 6
<i>CPD for all staff on delivering a trauma informed approach</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
<i>Recruitment and retention of teaching assistants</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2
<i>Training for TAs in literacy interventions</i>	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	1
<i>TLR payments for staff/ % of salaries of pastoral workers who work closely with pp students</i>	Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) (Refer to page 70)	3, 4 & 6
<i>Revision books and resource provision</i>	Provision of books/resources to support revision and retention of knowledge to be used in conjunction with The Learning Scientists Six Strategies for Effective Learning: Downloadable Materials — The Learning Scientists	2, 5 & 6

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

Budgeted cost: £45 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture offer before and after school</i>	EEF: Extending school time	1,2,5,6
<i>Literacy and Numeracy Support – English/Maths intervention teacher</i>	1:1 and small group tuition has been shown to have a positive impact on attainment of pupils and is particularly recommended for disadvantaged pupils as part of the Pupil Premium Strategy. The EEF Toolkit suggests that Small Group Tuition can add up to 4 months progress and 1:1 Tuition can add up to 5 months. EEF: One to One tuition EEF: Small group tuition Teaching and Learning Toolkit EEF	1, 2
<i>Academic monitoring, targeted interventions and next steps learning conversations</i>	Using data and diagnostics to inform decision making and identifying barriers to achievement and then addressing student need via bespoke interventions. This approach is advocated via The EEF Guide to the Pupil Premium. The EEF Guide to the Pupil Premium EEF	1 & 2

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

Budgeted cost: £ 95 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure disadvantaged students have an equal</i>	EEF: Digital Technology	5 & 6

<i>access to school, learning and cultural capital opportunities to include IT equipment, uniform, travel subsidies and funded curriculum and enrichment trips</i>	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Arts participation is shown to add 3 months in EEF toolkit Teaching and Learning Toolkit EEF	
<i>Regular mentoring Sessions</i>	Against the odds: better outcomes for disadvantaged pupils	2, 4 & 5
<i>Nurture room</i>	Nurture Groups: How do they help pupils with SEMH needs?	2, 3 & 4
<i>Appointment of Pupil Premium Support Worker to maintain communication related to attendance and punctuality with parents/ carers</i>	Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	2, 3, 4, 5, 6
<i>Behaviour support worker</i>	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2, 3, 4 & 5
<i>School counsellor sessions</i>	There has been a big increase in the number of concerns reported by teachers reported by teachers. This is impacting on attendance in lessons. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3 & 4
<i>Attendance Monitoring and intervention</i>	An updated Practical Guide to The Pupil Premium and Learning Without Labels, Marc Rowland – references attending monitoring. The EEF Guide to the Pupil Premium (Autumn 2022) references diagnosing pupils' needs and advocates this as a wider strategy. The EEF Guide to the Pupil Premium EEF	3 & 4
<i>Access to Careers Advisor</i>	The EEF Careers Review suggests that Careers Education works best when it is personalised and targeted to individuals' needs.	2, 3, 4 & 5

	SYM873648 Careers-Education-Infographic	
<i>Mental Health first aid training for an additional 10 members of staff</i>	Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)	4
<i>Appointment of Designated Mental Health Lead</i>	Wellbeing in schools, improving mental health of pupils and the whole school (worthit.org.uk)	4

Total budgeted cost: £ 165, 000

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.

Tier 1 – Quality First Teaching

To continue to improve the % of disadvantaged students achieving 9-4 in Mathematics and English, and to close the gap with non-PP students.

Disadvantaged Students – GCSE Results 2025

	All (national)	Disadvantaged (national)	Non-Disadvantaged (national)
Attainment 8	46.9 (45.9)	35.9 (24.9)	49.8 (50.3)
Basics Standard (En & Ma 9-4)	64.2 (64.5)	43.2 (43.5)	69.9 (72.7)
Basics Strong (En & Ma 9-5)	41.6 (45.2)	16.2 (25.6)	48.5 (52.8)
7+ (En & Ma 9-7)	11	0	14

The attainment 8 score for disadvantaged students is above outcomes for disadvantaged students nationally. Although, there is still a gap between non-PP and PP, but the gap is smaller than the national PP gap.

Our outcomes at 4+ in English and Maths are in-line with national for disadvantaged students but is significant lower for 5+ in English and Maths.

This data does include persistently absent students who did not sit their GCSE examinations, due to SEMH factors. However, we recognise that we need to do more to support those absent students achieving academic success and revisit our strategies to support those who are unable to attend school.

We have an ambitious curriculum offer that supports our disadvantaged students. Quality Assurance conducted suggested that students recognised recommended teaching strategies were being utilised by the majority of teachers in the majority of lessons such as regular retrieval practice, explicit instructions and scaffolding.

Promote and improve resources available for students and staff wellbeing where there are particular needs identified

- Continued pastoral support in place to ensure all pupil premium students can have regular mentoring meetings and the support that they need from allocated pastoral team and pupil premium support worker
- The school has a named Designated Mental Health Lead
- All staff have access to the employee assist programme
- There is a designated staff wellbeing group led by the designated Mental Health Lead
- The school has an established Early Help programme that all students and their families can access
- The school brings in external agencies to support the mental health and wellbeing of the pupils such as School Nursing, 4YP Counselling and Kooth

- 4YP providing increased counselling service to students. This was increased and work was done to reduce the waiting list and the level of need for this service. We are now at a point that we are able to reduce the counselling which shows impact of our work
- Resources sent to parents to support mental health awareness

Tier 2 – Targeted Intervention

Student resilience and the attendance of students at the sessions that are being provided for them

- Counselling sessions are over-subscribed with attendance being consistently high
- There was a high level of attendance amongst PP students at counselling
- A high proportion of our PP students use the Nurture room and break times and lunch time
- School Nurse drop-in sessions were also utilised by PP students across all key stages
- A good percentage of PP students attended Study Zone (our homework club), after school on Mondays and Tuesday, which provides support given to students. And lunchtimes every day each week starting this term
- A good percentage of PP students access extra curricular clubs and activities

Numeracy interventions across KS4 for low attaining disadvantaged students

- Year 11 intervention sessions during registration
- Maths Paper Society sessions in Canteen every Wednesday after-school. Excellently received and attended
- Revision guides and exam paper packs purchased for Year 11 and Year 10 students
- Use of Sparx Maths and diagnostic questions – monitored and led by maths teacher, to encourage and strengthen home learning. Lunch and after school sessions offered for students to use if they do not have devices
- Word of the week – distributed by Literacy lead
- Maths literacy strategy sent out regularly by second in Maths.

Literacy interventions across KS4 for low attaining disadvantaged students

- Reading continues to be supported for those most in need through a bespoke reading intervention
- We reshaped the way we use homework at KS3. This is focused on building writing skills across all curriculum content. Students worked on a task across a fortnight, complete it in the booklet and then receive feedback in a specially designed homework feedback lesson. We have developed this method in order to support those who have gaps in their writing knowledge and lack particular skills. This supports all students to develop their writing but supports our PP and disadvantaged the most. The homework booklets also now support the retrieval of knowledge across the curriculum through separate knowledge based tasks in the homework booklet.
- A focus on building oracy skills through structured classroom talk strategies has helped to support all students but helps our disadvantaged students the most through increased exposure to academic language and vocabulary as well as opportunities to build confidence by learning through talk
- We offered lunch time homework club on Monday lunch time for those who need a quiet space to complete their English homework or need some support

Ensuring students attend the literacy and numeracy intervention classes.

- Intervention groups were established and monitored by Heads of Year and Heads of Department
- Termly updates on attendance/progress reported to Raising Standards Lead and PP coordinator
- PP Support Worker communications with home to encourage and support improvements in attendance and regular 1:1 check ins

Tier 3 – Wider Strategies

	All	Year 7	Year 8	Year 9	Year 10	Year 11
School PP Attendance 24/25	89.4	92.6	91.4	88.3	85.7	79.5
School PP Attendance 23/24	88.6	91.4	89.2	85.9		85.1
Difference	0.8	1.2	2.2	2.4		5.6
School non - PP Attendance 24/25	92.3	94.8	93.1	92.7	92.6	91.3
School non - PP Attendance 23/24	91.8	93	92.6	92.7	88.7	92.0
Difference	0.5	1.8	0.5	0	3.9	0.7

Pupil premium attendance has shown some overall improvement, rising from 88.6% in 2023/24 to 89.4% in 2024/25, while non-pupil premium attendance also marginally increased from 91.8% to 92.3%. Despite these gains, the attendance gap between pupil premium and non-pupil premium pupils remains significant, with pupil premium pupils consistently attending less across all year groups. Encouragingly, Years 7, 8, and 9 have seen notable improvements for pupil premium pupils, with increases of 1.2%, 2.2%, and 2.4% respectively. However, Year 11 pupil premium attendance has declined sharply, falling from 85.1% to 79.5%, which is a key area of concern as these pupils approach their final examinations. For non-pupil premium pupils, the most significant improvement occurred in Year 10, where attendance rose by 3.9%, while other year groups experienced smaller gains or remained stable. These trends highlight the need for continued focus on reducing the attendance gap and implementing targeted interventions, particularly for older pupil premium cohorts.

Attendance of targeted PP students at relevant support sessions. Parental understanding of the progress and well-being of their child.

- Regular contact made with home via pastoral team and pupil premium support worker
- Stationery and revision packs provided for all PP students in Year 11 to support PPE (mock exam)
- Attendance has a presence at Parents' Evenings
- The school has a matrix systems whereby students who reach certain attendance thresholds are offered support
- The school pays for the Education and Welfare Service for support

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