



St Peter's
Catholic School



Faith is our Foundation

St Peter's Pupil Premium Strategy for 2025-26

Details

Approved by & date: Governors
Last reviewed: November 2025
Next review due: September 2026



Pupil premium strategy statement for St Peter's Catholic School 2025/26

This statement 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 Peter's Catholic School
Number of pupils in school from Year 7 - 11	1102
Proportion (%) of pupil premium eligible pupils	20.50% (226)
Proportion (%) of pupils receiving free school meals (FSM)	17.60% (194)
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr S Shelton
Pupil premium lead	Diana Shiner
Governor / Trustee lead	Ray Hunt

Breakdown of disadvantage per year group

Year group	FSM	PP
Year 7	38	41
Year 8	38	45
Year 9	45	55
Year 10	45	51
Year 11	28	34
Total	194	226

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1100 per PP pupil £2690 LAC Pupils
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£267,790

Parental advice

Parents should contact Miss Shiner if they require financial support for their child. Parents should be aware that the spending of the premium is based on evidenced based research and will be distributed in their separate strategies. They are as follows:

1. Teaching
2. Intervention (extra academic support)
3. Wider strategies (this may include support with SEMH Social, Emotional and Mental Health).

However, each family can apply for approximately £100 for support for each child at St Peter's. These are some of the suggestions where could seek support with

Teaching

- Music lessons with a peripatetic teacher
- Food/catering ingredients and equipment (e.g. apron)
- Laptop and/or IT equipment
- Stationery

Intervention

- Revision guides

Wider strategies

- Duke of Edinburgh
- Extracurricular activities – including trips (e.g., theatre trips with the English Department)
- Uniform
- Shoes
- Travel (e.g., bus pass)
- Counselling, mentoring
- Remark of GCSE exams (if within 1-2 marks of a boundary)

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's, our mission is lived through the motto "*Faith is our Foundation.*" In partnership with families and parishes, we foster a caring ethos shaped by the Gospel virtues of faith, hope and charity so that every child can grow personally, spiritually and academically. We are a Catholic community that recognises the God-given dignity of each person and holds a preferential care for those most in need; caring for the poor and upholding human dignity are core aims that guide our daily practice and decision-making.

The purpose of our Pupil Premium (PP) strategy is to remove barriers—academic, social, emotional and financial—so that disadvantaged pupils flourish and achieve highly. We will deliver this through an evidence-informed, tiered approach: (1) securing consistently high-quality teaching for all; (2) providing targeted academic support, including structured interventions and tutoring where appropriate; and (3) deploying wider strategies that promote excellent attendance, positive mental health and well-being, access to enrichment, and strong engagement with families. Our approach aligns with DfE guidance and reporting expectations and will be reviewed annually.

Our values, ethos and aims—how they shape our PP work

- **Mission-led excellence.** We expect disadvantaged pupils to achieve ambitious outcomes and to make strong progress across the curriculum, with PP spending focused on approaches most likely to narrow attainment gaps in a sustainable way.
- **Dignity and inclusion.** We prioritise interventions that respect each pupil's dignity—ensuring access to essential learning resources (e.g., devices, revision materials), pastoral care and enrichment so that no pupil is limited by circumstance.
- **Attendance and readiness to learn.** We will strengthen attendance, reduce persistent absence and address barriers such as poverty and mental health through coordinated pastoral and safeguarding support, in line with the PP "wider strategies" menu.
- **Literacy, numeracy and curriculum access.** We will improve foundational literacy and numeracy so that disadvantaged pupils access our knowledge-rich curriculum and succeed in key qualifications.
- **Character, service and Catholic life.** In all we do, we seek to form courageous, compassionate young people who serve others and contribute to the common good—living out our Catholic ethos in learning and life.

We will monitor implementation and impact rigorously—using diagnostic assessment, pupil voice and outcomes—so that resources are redirected swiftly to what works best. Our annual published statement will follow the DfE template and evidence base, and governance will provide robust challenge and support.

Aims

1. **Attainment & Progress**
Raise the attainment and progress of disadvantaged pupils so that, by the end of the plan, outcomes **match or exceed national averages** and the **in-school gap** with non-PP pupils **narrows year-on-year**. We will track Progress 8, subject progress, and % achieving a *strong pass* in English and maths as primary indicators.
2. **Foundational Literacy & Numeracy**
Secure strong foundations so that a growing proportion of PP pupils **achieve grade 5+ in both English and maths**, and reading ages are **at or above chronological age by the end of Year 8** (measured through standardised assessments), supported by whole-school literacy and targeted interventions.
3. **Attendance & Readiness to Learn**
Improve PP **attendance to 95%** and **reduce persistent absence** each year through coordinated pastoral support, early help, and evidence-informed attendance strategies, ensuring pupils are present, prepared and supported to engage fully in learning.
4. **Aspirations, Guidance & Destinations**
Ensure **0% NEET** outcomes for PP pupils and increase progression to **sustained, appropriate post-16 destinations** (including Level 3 routes where suitable) through high-quality careers education, mentoring and targeted guidance.
5. **Inclusion, Enrichment & Access**
Remove financial and cultural barriers so that **100%** of PP pupils have the **resources** needed for learning (e.g., equipment, revision materials, devices) and **≥75%** participate in **at least one sustained extra-/super-curricular activity**, building cultural capital and confidence in line with our Catholic mission.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – Persistent absence among some disadvantaged pupils limits curriculum access, disrupts learning sequences and reduces attainment; improving attendance is therefore a prerequisite for raising outcomes. We will treat attendance as a whole-school priority, with targeted support and escalation for PA pupils
2	Mental health - A subset of pupils face anxiety, low mood or wider social-emotional needs which affect concentration, motivation and readiness to learn, and can also depress attendance. Coordinated pastoral support and evidence-aligned wider strategies are needed to secure well-being so pupils can engage fully in lessons.

3	Poverty - Financial hardship creates practical barriers to participation (e.g., transport, uniform, equipment, revision materials, and enrichment), and can limit study time outside school. Targeted use of the premium will remove such barriers so that disadvantage does not restrict access to the full curriculum and broader school life.
4	Low aspirations - Some pupils have limited confidence in their ability to achieve or progress to ambitious post-16 routes and may be reluctant to take up enrichment even when invited. We will raise expectations, strengthen mentoring and careers guidance, and actively broker participation in extra/super-curricular opportunities.
5	Low sense of entitlement – particularly evident in analysis of our low participation in extracurricular activities, despite personalised one-to-one encouragement
6	Parental disengagement - For a minority of families, work patterns, transport, previous negative experiences of schooling or competing priorities reduce engagement with school communications, events and support. We will simplify touchpoints, remove logistical barriers, and use targeted outreach so parents can partner effectively in learning.
7	Poor literacy, numeracy and computer literacy - Lower reading fluency and vocabulary for some pupils constrain comprehension across subjects, slow progress and reduce exam readiness; a smaller group also need numeracy catch-up. We will prioritise high-quality teaching of English and maths, whole-school literacy, and structured, time-bound interventions.
8	Lack of equipment at home (desk etc) - Some pupils lack essential learning tools (basic stationery, subject-specific resources, devices or quiet study space), which impedes homework completion, retrieval practice and revision. We will ensure equitable access to resources and platforms so all pupils can study effectively beyond the classroom.

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 (by end of current 3-year PP cycle)
Attainment & Progress (KS4)	<ul style="list-style-type: none"> • PP Progress 8 meets or exceeds the national PP average; the in-school P8 gap with non-PP narrows year-on-year. • The proportion of PP pupils achieving grade 5+ in English and maths rises each year (with targets set from baseline).
Foundational Literacy & Numeracy (KS3 focus)	<ul style="list-style-type: none"> • Standardised reading assessments show year-on-year gains for PP pupils, moving more pupils to at/above chronological reading age by end of Y8. • PP pupils needing catch-up in basic numeracy receive structured intervention with measurable pre/post gains and improved curriculum access.

Attendance & Persistent Absence	<ul style="list-style-type: none"> • Overall PP attendance reaches 95%, with persistent absence reduced each year and the gap with non-PP narrowing. • Early-help and escalation processes are implemented and monitored termly for PA pupils.
Destinations, Aspirations & Guidance	<ul style="list-style-type: none"> • 0% NEET for PP pupils; all progress to sustained, appropriate post-16 destinations. • Increased PP engagement with careers education, guidance interviews and encounters with employers/FE/HE, evidenced in logs and destination tracking.
Inclusion, Enrichment & Access	<ul style="list-style-type: none"> • All PP pupils have essential learning resources (e.g., equipment, subject materials, device access) and financial barriers do not prevent participation. • Participation of PP pupils in extra/super-curricular activities increases each year and the participation gap with non-PP narrows.
Parental Engagement & Home Learning	<ul style="list-style-type: none"> • Improved PP parent/carer attendance at key school events (e.g., parents' evenings, information sessions) and increased response rates to school communications. • Positive trend in home-learning completion/quality for PP pupils where relevant, supported by simplified communication and targeted outreach.
Well-being, SEMH & Readiness to Learn	<ul style="list-style-type: none"> • PP pupils identified with SEMH needs show improved well-being/engagement indicators (e.g., fewer behaviour incidents, improved lesson engagement/attitude to learning). • PP attendance/engagement improves for pupils in SEMH support, evidencing impact of wider strategies.

Arrangement for post sixteen pupils

Pupils who are in Year 12 and 13 do not qualify as pupil premium. We have a different arrangement for our sixth formers, namely the bursary. This can be found here: [Pupil Finance - St Peter's Catholic School in Solihull \(st-peters.solihull.sch.uk\)](http://st-peters.solihull.sch.uk). This information has also been recently sent to all parents in this cohort.

Pupils who formerly attracted the pupil premium or other financial support to purchase equipment of partake in extracurricular activities should apply via the St Peter's Sixth Form 16-19 Bursary Fund Policy. To do this, pupils will need to do the following:

1. Apply using the application form in the policy.
2. Decide on what grounds they are applying: are they seeking on the ground of vulnerability or are they applying for a discretionary award.
3. Provide evidence of household income

Activity in this academic year

Activity (this year)	Cost	Lead / Team	Timing (milestones)	Monitoring & evidence of impact
Weekly CPD programme focused on explicit instruction, retrieval practice, responsive teaching; Monday	£10,000	AHT Teaching & Learning; DOL	Weekly; termly review	CPD attendance & coaching logs; learning walks; assessment gap trends for PP vs non-PP. (EEF tiered approach; high-quality teaching emphasis)
Whole-school literacy:	£15,000	Literacy Lead; HoDs Eng	Launch Sept; reading ages Sept/Jan/June	Standardised reading data; book looks for vocabulary routines; Eng/Hist/Science reading progress. (EEF PP guide; DfE menu prioritises high-quality English teaching.
Mathematics: retrieval and problem-solving routines embedded (Do Now)	£15,000	HoD Maths	From Sept; common assessments each half-term	PP vs non-PP performance on common assessments; lesson visits focused on feedback. (EEF PP guide; DfE emphasises high-quality maths teaching.
Targeted tutoring (English & Maths): small-group/1	£15,000	PP Lead; HoDs		Entry/exit scores; mock outcomes; Progress 8 subject elements. (EEF tiered model; DfE guidance—tutoring and targeted support)
KS3 Reading Intervention: small-group	£15,000	Literacy Lead; SENDCo	Sept–July (rolling)	Standardised reading re-tests each term; classroom access measures. (EEF PP guide; DfE menu supports targeted literacy interventions).

After school revision sessions	£15,000	DOL	Nov–May	Attendance logs; pre/post mock comparisons; pupil feedback. (St Peter's PP plan includes revision sessions)
Senior Leader Mentoring for a named cohort of PP pupils	£15,000	SLT	Oct–June	Mentoring logs; attendance trend; conduct points; grades vs targets. (Mentoring and PP-first approach in St Peter's plan).
Attendance Improvement Plan: first-day response, data dashboards, half-termly PA panels, targeted early	£20,000	Attendance Lead; Heads of Year	Daily; half-termly panels	Whole-school/PP attendance; PA rate; reduction in gaps. (DfE PP guidance highlights attendance strategies; local PP priorities name attendance).
SEMH & Behaviour Support: counselling/mentoring, "Emspace"	£50,000	Pastoral Lead; SENCO	Sept–July	SDQ/Boxall or ATL indicators; incident logs; attendance for cohort. (St Peter's PP plan cites Emspace and wider strategies for SEMH).
Equipment & Study Resources Guarantee: issue essentials (station	£42,790	PP Lead; ICT; Library	Sept set-up; ongoing	Uptake records; homework platform analytics; improved homework completion. (St Peter's PP plan lists laptops, stationery, revision guides; DfE allows PP to remove practical barriers).
Enrichment & Cultural Capital: priority	£55,000	Enrichment Coord.; HoDs	From Sept; termly reviews	Participation rates; pupil voice; correlation with attendance/engagement. (St Peter's plan includes DofE, theatre/museum trips, music tuition; EEF wider strategies focus).

Parental Engagement	No Cost	PP Lead; HoY; Literacy/Maths Leads	Two cycles per term	Event attendance; follow-up call response rates; homework completion uptick for target pupils. (Y7 literacy/numeracy info evening is in St Peter's plan; DfE stresses delivery/monitoring of PP strategies incl. parent engagement).
Careers, Guidance & Destinations: targeted CEIAG for PP	£15,000	Careers Lead; PP Lead	Sept–July; key points in Y10/11	Compass+ records; destination data; participation logs. (St Peter's plan prioritises NEET prevention and careers access).
Implementation & Evaluation Cycle:	No Cost	PP Lead; PP Link Governor	Half-termly; Dec publication	Impact dashboard; governor minutes; updated statement by 31 Dec using DfE template. (DfE requires annual publication using the template; review and sustain cycle).

Impact of our strategy over the last three years

Pupil premium strategy outcomes

This details the impact of our pupil premium strategy. The government intends the fund to be used to improve attainment and progress of disadvantaged pupil and **narrow, ultimately close, the gap** between pupils who receive the pupil premium and those who do not.

Data - disadvantaged

GCSE -

2024-25 – 30 pupils

	School			Local Authority			National		
	Disad (30)	Non-disad	Overall (208)	Disad	Non-disad	Overall	Disad	Non-disad	Overall
Attainment Total	41.4	53.95 (Sisra figure)	53.4	33.0	52.5	49.63	34.9	50.4	45.9
P8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2023-24 – 27 pupils

	School			Local Authority			National		
	Disad (27)	Non-disad	Overall (208)	Disad	Non-disad	Overall	Disad	Non-disad	Overall
Attainment Total	44.04	53.86	52.58	33.1	51.7	46.58	34.55	50	45.91
P8	-0.14	0.40	0.32	-0.41	+0.04	-0.05	-0.57	0.16	-0.03

2022-23 – 28 pupils

	School			Local Authority			National		
	Disad (28)	Non-disad	Overall (209)	Disad	Non-disad	Overall	Disad	Non-disad	Overall
Attainment Total	45.37	56.21	54.76	34.3	50.3	46.3	34.99	50.30	46.28
P8	0.04	0.51	0.45	-0.37	+0.06	-0.03	-0.57	0.17	-0.03

GCSE Summary

- No data for 2024/25 cohort do to no KS2 prior data
- Progress and attainment of disadvantaged pupils is consistently higher than that of national and other schools in the Solihull local authority
- Although there is a gap in attainment, this is consistently lower than national. The national gaps are -15.31, -15.45, and -15.5 in 22/23, 23/24 and 24/25 respectively compared to -10.84, -9.82 and -12.55 in our school.
- When comparing attainment gaps to Solihull local authority schools, this is also consistently lower. The LA gaps were -16.0, -18.6 and -19.5 in 22/23, 23/24 and 24/25 respectively compared to -10.84, -9.82 and -12.55 in our school.
- Although there is a gap in progress, this is consistently lower than that of national. The national gaps were as -0.74 and -0.73 in 22/23 and 23/24 respectively compared to -0.47 and -0.54 in our school.
- When comparing progress gaps to Solihull local authority schools, this is pretty much in line. The LA gaps were -0.43 and -0.45 in 22/23 and 23/24 respectively compared to -0.47 and -0.54 in our school. However, the actual progress score for disadvantaged is better in both of the last 2 years.
- Our most recent GCSE cohort took a dip in attainment; however, this is an unfair comparison without the progress data. Based on teacher assessment data received from primary schools, they suggested that the 2024/25 disadvantaged cohort would have had a lower prior data than the previous two cohorts.

Inclusion and Suspension data

	PEx	Suspensions	Pupils	Days	PP	SEND
25/26*	0	34	26	75	12 – (35%)	12(35%)
24/25	0	71	39	149.5	26 – (37%)	39 – (54%)
23/24	2	120	55	295	19 – (34.5%)	17 – (30.9%)
22/23	1	76	33	211.5	10 (30%)	15 (45%)
21/22		39	25	114	8 (32%)	10 (40%)

Attendance

Year Group	Overall attendance	PP attendance	Non-PP attendance	% of pupils PA, PP	% of pupils PA, non-PP
7	95.64%	94.44%	95.92%	4/42 (9.5%)	14/185 (7.6%)
8	93.42%	89.91%	94.28%	19/45 (42.4%)	21/184 (11.4%)
9	93.47%	89.09%	94.70%	19/49 (38.8%)	25/175 (14.3%)
10	92.09%	85.28%	94.30%	22/51 (43.1%)	27/157 (17.2%)
11	92.68%	88.78%	93.43%	11/33 (33.3%)	34/171 (19.9%)
Total	93.50%	89.35%	94.55%	75/220 (34.1%)	121/872 (13.9%)