

Pupil premium strategy statement – St John Bosco Arts College 2025/26

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
Number of pupils in school	919 (Y7-Y11) 1089 (Whole school)
Proportion (%) of pupil premium eligible pupils	52.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2025 (3 year plan) 2025-2028
Date on which it will be reviewed	October 2026
Statement authorised by	D.Gidman
Pupil premium lead	M.Johnston
Governor / Trustee lead	J Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£428,400
Pupil premium funding carried forward from previous years	£55,821
Total budget for this academic year	£484,221
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

Don Bosco believed that it was not enough that young people are loved, but that they know they are loved. His mission in Turin was to respond to the needs of the young people with the wisdom of his mother who believed in the goodness of children.

Don Bosco developed a way of working that created a home, a school, a church and a playground for young people. He wanted to build relationships through respect, understanding, affection, and humour. Our work in St John Bosco Art College in 2026 recognises that we are called to help our young people to grow, flourish and achieve in our school family. This is even more important for those who are facing disadvantage as we aim to do what Don Bosco did and raise up the young; this is who we are and why we work in *this* school.

Sparks:

'As a Salesian community we focus on our 'sparks'. We believe that 'Youth are not empty vessels to be filled but fires to be lit'.

We love and care for all our young people, but those facing additional challenges, whether through SEND, disadvantage, looked after, known to social care, protected characteristics or other difficulties need our additional efforts to find their inner spark and light their fire and keep it burning.

We identify our 'sparks' – our children facing multiple, double or single disadvantage and ensure that staff know who they are and work hard for and with them and their families in the Salesian spirit.

All our staff have a responsibility for disadvantaged pupils and are committed to meeting their academic, pastoral and social needs within a caring and nurturing environment. Our aim is for disadvantaged outcomes to be in line with non-disadvantaged students nationally. We hope that each child will develop a love for learning, acquiring the skills and outcomes they need to move on to their next stage of learning or employment.'

Our ultimate objectives are to:

- Set high expectations and remove barriers to learning created by poverty, family circumstance and background.
- Eradicate the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social, emotional and mental wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Quickly and accurately identify pupils who face barriers at the point(s) of transition and through strong pastoral systems.

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and tuition.
- Have robust strategies to improve attendance rates and reduce the gap between Pupil Premium students and their non-Pupil Premium peers.
- Provide appropriate pastoral support through a wrap around family help offer in house and strong links with external services locally.
- Have a robust reading and literacy strategy which removed barriers to reading and enhances wider reading and reading for pleasure.
- Have a robust KS3 maths strategy which identifies and addresses gaps in fundamental numeracy knowledge.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities, including sport, Catholic life and music.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes/attainment:</p> <p>The outcomes in English, maths and science (9-4, 9-5 & 9-7) of our disadvantaged students is lower than their non-disadvantaged peers. Non-PP students achieved an A8 score of 4.63, whereas PP students achieved an A8 score of 3.1 in 2024/25.</p>
2	<p>Identification and support of Disadvantaged students:</p> <p>Identifying and pastorally/academically supporting students to overcome single, double or multiple-disadvantage including additional vulnerabilities for example known to social care (Sparks). The number of students in our school who receive PP funding has risen from 47% in 2024/25 to 53% in 2025/26.</p>
3	<p>Attendance:</p> <p>Higher rates of absence among pupils with SEND and disadvantage than their non-SEND/PP peers. In 2024/25 the gap between PP students and non-PP was 6.4%, ranging from 3.1% to 15.5% per year group.</p>
4	<p>Literacy:</p> <p>A significant number disadvantaged pupils are red/amber readers compared to their non-disadvantaged peers.</p>

	We have 57 students who started Y7 in 2025/26 as red readers which is the highest ever. Our previous highest number was 47.
5	Numeracy: A significant number of disadvantaged pupils and those with SEND have greater gaps in basic numeracy at the point of transition from KS2 to KS3. 54 students have come in to Y7 in 2025/26 with a KS2 score of less than 100 which is our highest number ever.
6	Enrichment/extra curricular: Our disadvantaged students are more likely to have barriers to participate in extra-curricular/intervention/enrichment activities around the school day and after the school day has finished. Data for term 1 showed that for older year groups attending clubs is harder due to more responsibilities (PP Y10 44.4% compared to non PP 65.6% and Y11 32.6% compared to non PP 67.8%)
7	Limited Home Support: Insufficient support at home due to various factors, such as parents' time constraints, lack of awareness about the education system, or language barriers.

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	Challenge addressed
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to at least pre-2019 levels. the percentage of all pupils who are persistently absent being in line or below national average and the figure among disadvantaged pupils being no lower than their peers. 	1,2,3
Better outcomes for disadvantaged students and students to have the necessary knowledges, skills and qualifications to move on to further	Improved outcomes for our disadvantaged students demonstrated by: <ul style="list-style-type: none"> Outcomes for disadvantaged pupils, particularly in Maths, English, Science and RE to be in line with outcomes for 	1,2,4,5

education or employment/training	<p>their non-disadvantaged peers in school and in line with national averages.</p> <ul style="list-style-type: none"> • A8 gap between disadvantaged students to non-disadvantaged students to decrease compared to 2025 outcomes. • Improve the outcomes at 9-4 and 9-5 measures for non-disadvantaged students, particularly in English and Maths. • Disadvantaged pupils to reach the same end learning goals as their peers across all key stages. 	
To have highly effective teachers in every classroom.	<p>All students to have highly effective practitioners delivering to them shown by:</p> <ul style="list-style-type: none"> • School internal quality assurance measures finding effective teaching in classrooms. • Work scrutiny and pupil voice to demonstrate the same level of high expectation or disadvantaged pupils when compared to their peers. • External visitors to the school to demonstrate high quality teaching and learning across the school. 	1,2,4,5
Improve numeracy skills for disadvantaged students	<p>Improve the numeracy skills of students demonstrated by:</p> <ul style="list-style-type: none"> • Data to show gaps closing from transition at KS2 in to KS3 for disadvantaged students. • Disadvantaged students to receive the appropriate support to improve their numeracy skills and data/quality assurance to show an improvement in their knowledge/achievement. 	1,3,5,7
Improve reading ages for disadvantaged students	<p>To see an improvement in the reading ages of students by:</p> <ul style="list-style-type: none"> • Red and amber readers to be given appropriate support and intervention. Data to show improvement in reading ages for disadvantaged students. • Testing data to show reading age improvements across terms and years (catch up literacy). • Quality assurance of reading interventions indicates that intervention practices are delivered appropriately meeting the needs of all pupils and are supporting students to make rapid progress in their reading. 	1,3,4,7

	<ul style="list-style-type: none"> Improved reading ages across all KS3 for disadvantaged students. 	
Enrichment/extra curricular opportunities	<p>To show an improvement in the number of disadvantaged students taking part in extra curricular/enrichment activities:</p> <ul style="list-style-type: none"> Data to show an increase in disadvantaged students taking part in extra curricular activities/enrichment opportunities. All disadvantaged students to be given opportunities to participate in enrichment/cultural opportunities. Staff to ensure disadvantaged students are prioritised and given appropriate support to access these opportunities. Cultural opportunities will be offered at a lower cost to PP students where possible. All disadvantaged students to be given access to appropriate careers/destinations advice and support. Destination data for disadvantaged students to be in line with that of their non-disadvantaged peers nationally. 	2,3,6,7
Improved engagement with parents/carers	<p>To show an improvement in the engagement of parents/carers, particularly for disadvantaged parents/carers:</p> <ul style="list-style-type: none"> Data to show an increase in parents/carers of disadvantaged students attending parents' evenings and school events. Parent voice/feedback/surveys to demonstrate an improvement in engagement with school. More parents/carers of disadvantaged students to take part in 'Friends of Bosco' parent group. 	1,2,3,6,7
Improved engagement of disadvantaged students	<p>An improvement in the engagement of disadvantaged students demonstrated by:</p> <ul style="list-style-type: none"> Behaviour/homework data to show improved engagement of disadvantaged students by analysing ClassCharts. Internal truancy data to show that this is being addressed and reduced for disadvantaged students through strategies to support pupils in the classroom. Data to show permanent exclusion and fixed term exclusion rates are in line with national comparative measures for disadvantaged students. 	1,2,3,7

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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: £185,555 (*minimum contribution from Pupil Premium*)

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p>Improve the progress of disadvantaged students through high quality teaching and learning, LEAN.</p> <p>Leadership of the curriculum</p> <p>Effective implementation</p> <p>Assessment for understanding</p> <p>No child left behind</p> <p>Consistent approach to high quality teaching and learning across the school leads to improved outcomes, particularly for those with SEND and disadvantaged</p>	<p>Viviane Robinson’s research says that the most effective way that leaders can improve outcomes for young people is to focus on professional development.</p> <div data-bbox="435 1160 1233 1579" data-label="Figure"> <p style="text-align: center;">Effectiveness of different leadership aspects in improving learning outcomes</p> <table border="1"> <caption>Effectiveness of different leadership aspects in improving learning outcomes</caption> <thead> <tr> <th>Leadership Aspect</th> <th>Effect Size (approx.)</th> </tr> </thead> <tbody> <tr> <td>Ensuring an orderly and safe environment</td> <td>0.25</td> </tr> <tr> <td>Leading teacher learning and development</td> <td>0.85</td> </tr> <tr> <td>Ensuring quality teaching</td> <td>0.45</td> </tr> <tr> <td>Resourcing strategically</td> <td>0.30</td> </tr> <tr> <td>Establishing goals and expectations</td> <td>0.45</td> </tr> </tbody> </table> </div> <p>Research from the Sutton Trust that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year’s extra progress for most students.</p> <p>Students who are from disadvantaged backgrounds are particularly affected as they stand to benefit even more than their classmates from effective teaching, but similarly they are also more sensitive to poor teaching. This highlight the need to ensure that high quality teaching is widespread.</p> <p>We know from David Steiner’s Curriculum Research that ‘curriculum is a critical factor in student academic success. A</p>	Leadership Aspect	Effect Size (approx.)	Ensuring an orderly and safe environment	0.25	Leading teacher learning and development	0.85	Ensuring quality teaching	0.45	Resourcing strategically	0.30	Establishing goals and expectations	0.45	<p>1,4,5</p>
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in line with their non-SEND/disadvantaged peers nationally.

SLT/Middle leaders to ensure there is a highly effective curriculum will drive progress in disadvantaged students ensuring they develop the core knowledge and skills they need to be successful.

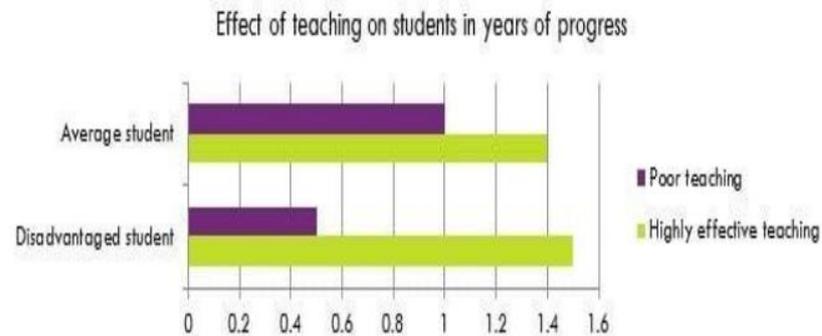
The quality assurance of lessons (internal and external) involving disadvantaged students will show a good standard of teaching and learning with no inadequate teaching.

Recruitment/retention of Associate Assistant Headteachers to oversee teaching & learning and adaptations to support inclusion.

All teachers will know their 'sparks' pupils and adapt

comprehensive, content-rich curriculum is a common feature of academically high-performing countries'

Equity in Education Lee Elliot Major (2023): Enriching and inspiring PP students through the Curriculum.



High expectations and aspirations of disadvantaged students outcomes in line with their non-disadvantaged peers and lead to successful next steps (0% NEET at 16 and 18 2024/25).

Pupils will have the skills to tackle high quality, challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both KS3 and KS4.

According to the Education Endowment Foundation (EEF) 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'

<p>teaching and learning (including following learner profiles and section Fs) to ensure no child is left behind.</p> <p>Work scrutiny will show extended writing that is well structured and accurate in line with age related expectations. There is evidence of challenging work and extended writing at all key stages and teachers effectively 'keep up' the students.</p>		
<p>Effective use of high quality assessment in the classroom (EKC's) and summative assessment uses data tracking points to identify disadvantaged students for interventions</p> <p>All staff will know their 'sparks' pupils and ensure they have the key knowledge to undertake EKC's and summative</p>	<p>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most.</p> <p>Intervention sessions will be quality assured, and progress tracked. This will result in the progress of disadvantaged students.</p> <p>Behaviour and attendance data will also be tracked to ensure interventions are put in place, so students are not missing the high quality teaching and learning happening in lessons.</p> <p>PPCs track progress of sparks and early intervention of gaps supporting students going to intervention sessions. Data will show an improvement in their knowledge.</p> <p>Hattie 2012 - The key to quality questioning is the type of questions and how they are used.</p> <p>Rosenshine 2012 encourages teachers to 'ask a large number of questions and check the responses of all students. 'Teachers use questioning for two main- and quite distinct- purposes: to promote students' thinking, and to assess it'.</p>	<p>1,2,3,4,5</p>

<p>assessment in line with peers.</p> <p>Teachers will support any absence through ClassCharts and face to face keep up strategies to reduce gaps with non-disadvantaged peers.</p> <p>We will use highly effective checking for understanding strategies leading to data driven improvement in classrooms to ensure that we deepen learning and check understanding systematically.</p>	<p>'The Great Teaching Toolkit', Evidence Based Education. Hattie (2003) Teachers Make a Difference. Research briefing National Research Development Centre Dylan William and Siobhan (2011), Embedded Formative Assessment.</p>	
<p>Recruitment/retention of specialised teaching assistants.</p>	<p>Recruitment of specialised teaching assistants. According to the EEF's most up to date research, one of the most effective ways to use teaching assistants to improve educational outcomes for disadvantaged students, is to deploy teaching assistants in the classroom to support learning of others so that the classroom teacher can support students with educational needs. Teaching Assistants improvements (rated as +4 in EEF toolkit)</p>	<p>1,4,5</p>

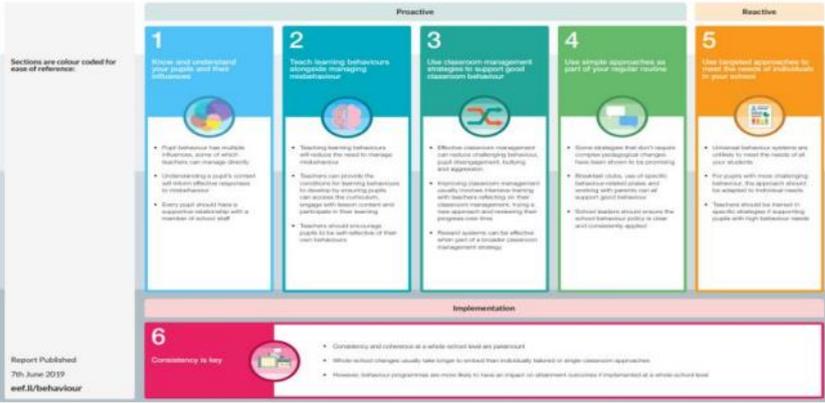
<p>Recruitment and retention of staff – providing cover time for colleagues to undertake professional development. Ensure staff wellbeing is a priority</p>	<p>https://researchbriefings.files.parliament.uk/documents/CBP7222/CBP-7222.pdf</p> <p>https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021 EEF Effective Professional Development</p>	
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<p>Continuation of whole school Literacy strategy focussing on the four areas of literacy: Reading, Writing, Oracy and Vocabulary.</p> <p>Recruitment/ retention of literacy coordinator to oversee literacy across the school.</p> <p>To include training and implementation of oracy strategy.</p> <p>Developing a love for reading. All students to have access to and specialised</p>	<p>IMPROVING LITERACY IN SECONDARY SCHOOLS Summary of recommendations</p> <p>1 Prioritise 'disciplinary literacy' across the curriculum</p> <ul style="list-style-type: none"> • Literacy is key to learning across all subjects in secondary school and a strong foundation of resilience to take this • Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject-specific support • All teachers should be responsible for ensuring that in their subject, they and their colleagues are able to deliver high-quality literacy instruction • Subject leaders can help support this by ensuring that literacy is a priority across all subject-specific professional development <p>2 Provide targeted vocabulary instruction in every subject</p> <ul style="list-style-type: none"> • Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language • Effective approaches, including those related to etymology and morphology, will help to clarify complex new words and make connections between words • Teachers should provide explicit instruction in every subject, including in the context of their own subject • Teachers and subject leaders should consider which words and phrases to teach as part of curriculum delivery <p>3 Develop students' ability to read complex academic texts</p> <ul style="list-style-type: none"> • Training focused on teaching reading is likely to help secondary school teachers equip their subject areas effectively • To complement content focus, students benefit from explicit instruction on what they are reading and on their reading strategies • Reading strategies, such as identifying main ideas and supporting details, can improve students' comprehension • Strategies can be introduced through modelling and practice, before support is gradually reduced by providing independent work <p>4 Break down complex writing tasks</p> <ul style="list-style-type: none"> • Writing is challenging and students in every subject will benefit from explicit instruction in how to approach these effectively • Teachers can break writing down into smaller, manageable chunks, including of evaluation, and can support students by modelling each step • Targeted support should be provided for students who struggle to write fluently at the end of their writing • Teachers can use a variety of approaches, including collaborative and peer writing, to motivate students to write <p>5 Combine writing instruction with reading in every subject</p> <ul style="list-style-type: none"> • Combining reading activities and writing instruction is likely to improve students' ability to write, compared to a less balanced approach • Reading helps students gain knowledge, which leads to better writing, while writing can deepen students' understanding of texts • Students should be taught to integrate reading and writing, and to use their writing to reflect on their reading • Teaching quality, general and particular explicitly can improve students' writing, particularly when feedback is provided <p>6 Provide opportunities for structured talk</p> <ul style="list-style-type: none"> • Talk enables both to be more confident and to be more effective in their writing, and to be more confident and skilled in their writing • High-quality talk is typically well-structured and guided by teachers • Accountable talk is a useful framework to ensure talk is high quality, and assessment can help to ensure that it is • Teachers can support students by modelling high-quality talk, for example including key structures and metacognitive reflection <p>7 Provide high quality literacy interventions for struggling students</p> <ul style="list-style-type: none"> • In-school support and intervention can be effective in supporting students with the lowest levels of literacy, particularly in Year 7 • Identifying a range of needs and providing targeted support, which focuses on a specific aspect of literacy, is a key to effective intervention • Assessment should be used to monitor students' progress, and to inform the design of interventions • Creating a coordinated system of support in a specific subject, including high-quality reading and writing materials, can be effective in supporting struggling students 	<p>1,4,7</p>
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<p>sessions in the school library.</p> <p>All students to read during form time registration twice per week.</p> <p>Targeted literacy/phonics interventions for students requiring support, with priority given to disadvantaged students.</p> <p>School library to be open to all students at break/lunch and after school to promote a love for reading. All students have a library induction.</p> <p>Student librarians to promote reading amongst all students, particularly disadvantaged students. More than 50% of students librarians to be disadvantaged.</p> <p>Employment of school librarian who helps promote reading and literacy, especially to disadvantaged students.</p>	<p>Recommendation 3: Develop students' ability to read complex academic texts</p> <p>Recommendation 4: Break down complex writing tasks</p> <p>Recommendation 5: Combine writing instruction with reading in every subject.</p> <p>Recommendation 6: Provide opportunities for structured talk.</p> <p>Recommendation 7: Provide high quality ready interventions</p> <p>https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> <p>The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the EEF.</p> <p>As a part of high-quality oracy education, students should learn both to talk and through talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to improve reading accuracy and comprehension.</p> <p>https://fdslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023_24_Building_Vocabulary_At_School.pdf?region=uk</p> <p>Over half of teachers report that there has been an increase in the number of children who have fallen behind in their vocabulary knowledge compared to previous years. 95% of teachers believe that school closures and disruptions during the Covid-19 pandemic contributed to a widening vocabulary gap.</p> <p>Lack of time is the major factor preventing almost half (49%) of parents from helping their child build and extend their vocabulary.</p>	
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<p>CPD on disciplinary literacy – EFF's The Six Strands of Reading and Oracy must be evidenced in culture walks, staff and student voice. Explicit teaching of subject specific vocabulary. Teaching of vocabulary carefully mapped into the curriculum.</p>		
<p>Introduction of whole school Numeracy strategy focussing on areas highlighted by KS2 and internal data as needing addressing</p> <p>Recruitment/retention of numeracy coordinator to oversee numeracy across the school.</p> <p>To include training and implementation of numeracy strategy</p> <p>Developing a love for numeracy through whole school events e.g National</p>	<p>Our CATs and KS2 data shows that more students are coming to school with gaps in their knowledge.</p> <p>Our parent voice/surveys also indicates that numeracy is the biggest area where parents/carers feel they are least able to support their students.</p> <p>The EEF recommends key strategies for improving numeracy in school including supporting students to make the transition between primary and secondary school, quickly identifying any gaps and putting in place targeted interventions early for those students requiring additional help.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,2,5,7</p>

<p>Numeracy Day, Maths Party Day</p> <p>All students to complete numeracy during form time registration once per week.</p>		
<p>Ensure homework being set effectively across all departmental areas in school.</p> <p>Staff/student/parent voice/surveys to check the quality and quantity of homework being set.</p> <p>Homework to form part of the school quality assurance checks with a specific focus on disadvantaged students.</p> <p>Disadvantaged students to be given support to complete homework. e.g priority access to school facilities and support accessing online platforms at home.</p> <p>ClassCharts to be used to set</p>	<p>The EEF Toolkit has shown that metacognition and self-regulation to have an impact of +8 months to progress.</p>  <p>WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Summary of recommendations</p>  <p>1 Critically review how you work with parents</p> <p>Schools should be optimistic about the potential of working with parents</p> <ul style="list-style-type: none"> There is an established link between the home learning environment of all ages and children's performance at school. Teachers and parents have a shared priority to deliver the best outcomes for their children. <p>However, evidence on effective strategies that schools can use to engage parents in their children's learning is mixed</p> <ul style="list-style-type: none"> If an aim exists to improve academic outcomes, consistent interventions working directly with children currently have more evidence of effectiveness at improving learning than parenting interventions with the same aim. Working effectively with parents can be challenging, and it may require sustained effort and support. Most schools say that they do not have an explicit plan for how they work with parents, and fewer than 10% of teachers have undertaken CPD on parental engagement. <p>Schools should start by critically reviewing their aims and current approaches</p> <ul style="list-style-type: none"> Focus on areas that have better evidence than those currently used—different approaches are needed for different aims. Talk to parents who are less involved about what support this would be through. Plan and monitor to progress towards defined aims. <p>2 Provide practical strategies to support learning at home</p> <ul style="list-style-type: none"> For young children, something shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes. Topic, support, and resources can make home activities more effective—for example, where they connect longer and more frequent conversations during book reading. Book gifting alone is unlikely to be effective, but carefully selected books and advice and support can be beneficial to supporting reading. Support parents to make a regular routine and encourage good homework habits, but be realistic about limiting direct parental assistance with homework (particularly for older children). Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to establish their own learning and will often be more valuable than direct help with homework tasks. Consider initiatives to encourage summer reading. These have some promise but are not widely used at present. <p>3 Tailor school communications to encourage positive dialogue about learning</p> <ul style="list-style-type: none"> Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. Examples include weekly texts sent from school to parents, and short, brief letters. Insights from such approaches may appear small but they are generally low cost, and straightforward to introduce. Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success. Communication should be two-way, consulting with parents about how they can be involved in ways to be valuable and increase the effectiveness of home school relationships. Currently around half of parents say that they have not been consulted. School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school. <p>4 Offer more sustained and intensive support where needed</p> <ul style="list-style-type: none"> Start by assessing needs and talking to parents about what would help them support learning. Targeting is likely to be needed to use resources effectively and avoid widening gaps that they are equal partners and can make a difference. Communicate clearly to avoid stigmatising, blaming, or discouraging parents. Focus on building parental self-efficacy that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations and reports. Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs are greater. Plan carefully for group-based parenting initiatives such as regular workshops. It is important that teachers have to be well supported, making relationships, and an internal, voluntary environment as the most important factors for parents to attend group sessions. Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships. 	<p>1,2,6,7</p>

<p>and monitor homework being set across the school.</p>		
<p>Continued implementation of “learning behaviours” curriculum.</p> <p>Focus on routines, structures and building belonging for all students using a RUAH framework.</p> <p>Behaviour rewards each term. Regular rewards and recognition of positive behaviour e.g Student of the week.</p> <p>Quality assurance of behaviour both internally and externally (e.g Archdiocese review)</p>	<p>Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on improving behaviour, metacognition and self-regulated learning, special educational needs in mainstream schools, working with parents, and social and emotional learning.</p>  <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them</p>	<p>1,3,7</p>

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

Budgeted cost: £186,739 (minimum contribution from Pupil Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one tuition for KS3 students requiring additional support in numeracy skills (TutorTrust)</p>	<p>According to EEF, on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Literacy and Numeracy support –</p>	<p>1,2,3,4,5,7</p>

One to one tuition and small group interventions for KS4 students, prioritising disadvantaged students.

Literacy/phonics interventions for students who require additional support, prioritising disadvantaged students.

Reading intervention from our Literacy team, Literacy Mentor, and Learning Support Assistants.

Small group sessions/intervention tuition, supporting students with additional needs.

A comprehensive intervention program for all students with a specific focus on disadvantaged students e.g pre-school/form time/lunch time interventions, after school and during holiday periods.

Mentoring, including by peers, to support disadvantaged students to support with career aspirations, confidence and resilience. e.g LFC Foundation

An enhanced CEIAG / Citizenship programme that offers personalised

EEF: +6 months
 Small group tuition –
 EEF: +4 months
 One-to-one tutoring –
 EEF: +4 months
 Extending school time –
 EEF: +3 months

IMPROVING LITERACY IN SECONDARY SCHOOLS
 Summary of recommendations

- 1. Prioritize disciplinary literacy across the curriculum**
 - Consider the role of literacy across all subjects in secondary schools and whether there is an opportunity to embed literacy across the curriculum.
 - Disciplinary literacy is an approach to teaching literacy across the curriculum that emphasizes the importance of reading and writing in all subjects.
 - Literacy should be embedded in all subjects, not just English.
- 2. Choose to give secondary school students at least one hour of high-quality, explicit, systematic literacy instruction in every subject**
 - Effective approaches to teaching literacy in secondary schools include: explicit instruction, systematic instruction, and high-quality, explicit instruction.
 - Teachers should provide high-quality, explicit, systematic literacy instruction in every subject.
 - Teachers should provide high-quality, explicit, systematic literacy instruction in every subject.
- 3. Ensure literacy instruction is high-quality, explicit, and systematic**
 - To be considered high-quality, literacy instruction should be explicit, systematic, and high-quality.
 - High-quality literacy instruction is explicit, systematic, and high-quality.
 - High-quality literacy instruction is explicit, systematic, and high-quality.
- 4. Embed literacy instruction in every subject and across the curriculum**
 - Embedding literacy instruction in every subject and across the curriculum is a key strategy for improving literacy in secondary schools.
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- 5. Continue writing instruction with reading in every subject**
 - Continuing writing instruction with reading in every subject is a key strategy for improving literacy in secondary schools.
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 - Continuing writing instruction with reading in every subject is a key strategy for improving literacy in secondary schools.
- 6. Provide opportunities for students to read**
 - The number of minutes spent on reading in secondary schools is a key indicator of literacy outcomes.
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- 7. Provide high-quality literacy instruction for struggling students**
 - Schools should provide high-quality literacy instruction for struggling students.
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MAKING BEST USE OF TEACHING ASSISTANTS
 Summary of recommendations

- 1. The effective use of TA in the under-achieving classroom conditions**
 - The effective use of TA in the under-achieving classroom conditions is a key strategy for improving literacy in secondary schools.
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<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
 Careers and mentoring guidance

1,2,3,6,7

<p>career advice for all disadvantaged pupils (PP, SEND, LAC and PLAC).</p> <p>CEIAG Programme – individual student support, ensuring our disadvantaged students are given opportunities to access higher education.</p> <p>Students to be given opportunities to visit and experience and wide range of different careers areas e.g NHS visit, Police assembly, Airport visits, film and media visits.</p>	<p>At the end of KS4 in 2025, internal destinations data indicates that there are 0.35% NEET</p> <p>At KS5, approximately 98.5% of Year 13 leavers entered education, employment or training with 84% going on to university.</p>	
<p>Use of diagnostic assessment programs and packages to find individual barriers to learning and to assess impact of interventions put in place.</p>	<p>In school we use a wide range of diagnostic assessment tools including:</p> <ul style="list-style-type: none"> - GL assessment - Boxall - CATs - Abigail Steele reading assessment <p>The funding of these packages is allocated to make sure that following any assessment the support and intervention that is put in place is adapted and meaningful.</p> <p>Behaviour interventions (rated as +4 in Sutton Trust/EEF Toolkit)</p> <p>Early intervention (rated as +5 in Sutton Trust/EEF Toolkit)</p> <p>Social and Emotional support and interventions (rated as +4 in Sutton Trust/EEF Toolkit)</p>	<p>1,2,4,5</p>

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

Budgeted cost: £111,927 (*minimum contribution from Pupil Premium*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of school Attendance Manager with a specific focus on disadvantaged students.</p> <p>Recruitment of Student and Family Engagement Officers to work closely with families needing support with ensuring their child has good attendance.</p> <p>SLE with Education Welfare Officer to support families with attendance.</p> <p>Implementation of Nurture forms to support disadvantaged students who need support with attendance.</p> <p>Use of school bus to facilitate students getting to school and provision of bus passes for those students needing additional support.</p> <p>Deputy Headteacher and Assistant Headteacher with a specific focus</p>	<p>https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>According to the EEF, effective strategies in supporting good attendance include;</p> <ul style="list-style-type: none"> - building a holistic understanding of pupils and families - diagnosing specific needs - communicating effectively with families - targeted interventions to supplement universal provision. <div data-bbox="469 1106 1219 1554" style="border: 1px solid black; padding: 5px;"> <p style="text-align: right;">WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Summary of recommendations</p> </div> <p>The Magic Breakfast initiative, which supported the EEF study, also found that breakfast clubs reduced pupil absences, increased the proportion of healthy breakfasts</p>	<p>1,2,3,7</p>

<p>/responsibility for attendance.</p> <p>Peer mentoring program to support disadvantaged students with attendance.</p> <p>Breakfast club to support disadvantaged students with attendance.</p> <p>Attendance rewards targeted to promote good attendance.</p> <p>Heads of Year (PPCs) with a specific focus on our 'sparks' students and individual mentoring for the students most in need.</p> <p>Uniform swap shop in school used to help students/families requiring additional support and to help promote good attendance.</p>	<p>consumed, and provided a structured, social context for starting the day. This led to improved health markers and learning conditions.</p> <p>https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools</p>	
<p>Improved provision for SEMH students and those requiring additional support in the Learning Base.</p> <p>Use of teaching assistants to support those</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>The contextual needs of our students requires additional counsellor capacity to support students who need it</p>	<p>1,2,3,6,7</p>

<p>students with specific needs.</p> <p>Increased use of counselling provision, with a focus on disadvantaged students.</p> <p>Liaising for support of students with external agencies such as YPAS and LFC Foundation.</p>	<p>EEF Social and Emotional support/interventions rated as +4 months in EEF Toolkit.</p>	
<p>Increased extra curricular provision and cultural capital trips with a focus on disadvantaged students.</p> <p>Local trips to places such as theatres, museums and galleries to increase cultural capital of students.</p> <p>Residential trips to places in the UK and abroad with a focus on disadvantaged students. Pupils provided with financial support/ assistance where possible.</p> <p>Peri/instrumental lessons provided for disadvantaged students using links with Resonate</p>	<p>Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development, and a greater sense of the importance of community involvement.” The Benefits of Participating in Extracurricular activities https://files.eric.ed.gov/fulltext/EJ1230758.pdf</p> <p>Studies highlight that educational visits, particularly those involving fieldwork and outdoor learning, significantly enhance student engagement and understanding. These visits are linked to improved social and emotional development, which positively influences academic outcomes. UCL – Impact of Outdoor Learning in the UK</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning</p> <p>EEF’s research on the impact of arts education on overall achievement in other areas, accelerating progress by up to 3 months.</p> <p>EEF- There is some evidence that involvement in extra curricular sporting activities may increase pupil attendance and retention.</p>	<p>3,6,7</p>
<p>Parental engagement</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning.</p>	<p>1,3,4,5,7</p>

Strategy, including the use of ClassCharts and MCAS to support with attendance, behaviour and homework monitoring.

Friends of Bosco established to support with engagement of parents/carers and local community.

School events such as community masses, Christmas Nativity, Pensioners Party, Choir of the Year and Primary Transition events help to promote parental engagement. Focus of families of disadvantaged students.

SEND and YPAS coffee mornings, SEND sessions for parents such as 'Riding the Rapids' in school.

Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.

EEF – Parental Engagement



The EEF research on 'Working with Parents to Support Children's Learning' reviews the best available research to offer. It offers 4 key recommendations and suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.

Total budgeted cost: £484,221 Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/2025 Outcomes

Attainment

Outcomes for 2024/25 showed that that results for disadvantaged students in 9-4 basics had risen by 4% compared to the previous year. The gap between PP students and non-PP students for 9-4 basics closed by 3.3% when compared to 2023/24 outcomes. The gap at 9-5 basics also reduced for 2024/25 by 8% when compared to 2023/24. Outcomes are still not where we would strive for them to be for our disadvantaged students.

A8 data shows performance of disadvantaged students is close to national average, but still not where we want it to be.

Disadvantaged pupils' Attainment 8

Year	This school	National average	Compared with national average
2024/25	31.0	34.9	Close to average

Internal data shows that for disadvantaged students who had an attendance of more than 90% the gap in their attainment when compared to their peers narrowed significantly. (A8 for >90% attendance for disadvantaged students was 3.81 in comparison to 3.1 overall).

Attendance & Behaviour

PP v Non-PP Attendance Data trends												
	2021/22			2022/23			2023/24			2024/25		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Y7	90.3	94.7	4.4	91.7	93.3	1.6	90.7	95	4.3	92.1	95.9	3.8
Y8	86.9	94.8	7.9	88.7	92.5	3.8	86.3	92	5.7	89.5	92.6	3.1
Y9	84.2	89	4.8	80.6	94	13.4	87.3	91.8	4.5	84.3	92	7.7
Y10	87.1	94	6.9	83.4	90.3	6.9	78.5	92.7	14.2	87.9	92.4	4.5
Y11	87.5	92.7	5.2	89.6	94	4.4	83.8	92.6	8.8	78.9	94.4	15.5
Overall	87.2	93	5.8	86.8	92.8	6	85.5	92.7	7.2	87	93.4	6.4

Attendance data shows that the gap overall in attendance between disadvantaged students and their non-disadvantaged peers has narrowed slightly (2023/24 gap 7.2% gap, compared to 6.4% 2024/25). The Y11 cohort gap for 2024/25 was a particular issue and there were a significant number of students in this year group who had severe attendance challenges since they were in Y9 and many plans/strategies were implement to try and improve this.

School IDSR shows an overall improvement in 2024/25 for attendance of disadvantaged students.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	442	87.3%	87.3%	Close to average	Relative improvement	High - FSM
2023/24 (3 term)	434	85.0%	86.0%	Close to average	Relative decline	High - FSM

Data shows a reduction in persistent absence of disadvantaged students

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	442	34.8%	36.8%	Close to average (non-sig)	Sig decrease	High - FSM
2023/24 (3 term)	434	48.8%	42.5%	Above (sig+)	No sig change	High - FSM

Behaviour data for 2024/25 from ClassCharts showed a 5% reduction in the number of behaviour incidences involving disadvantaged students. The reduction was most significant in the Y10 cohort where there was a 11% reduction. More work needs to be done with Y9 disadvantaged students, particularly in term 3 once option choices have been made.

School data shows, there has been a reduction in suspensions for disadvantaged students and the gap between PP and non-PP has reduced 16% overall.

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (1 term)	438	4.11%	8.29%	Below (sig-)	Sig decrease	High - FSM
2023/24 (3 term)	422	12.09%	16.57%	Below (sig-)	Sig increase	High - FSM

Year / no. on roll	2023/24	2024/25
Total number / rate	153 (13.85)	111 (10.05)
PP	105 (25.18)	68 (15.85)
Non PP	48	43

Extra curricular/careers/numeracy and literacy

The number of red readers reduced by 16 in Y7, with 13 moving to Amber and 2 to Green, 1 to super green. Of the 16 red readers who improved 69% were disadvantaged, including 1 pupil who moved to a green reader.

Y8 2024/25 entered with 30 red readers and this reduced to 18, with 8 moving to Amber, 2 to green and 2 to super green. 58% of the readers who moved from red were disadvantaged, 1 of the students moved to green.. The average reading age improved by 14 months across this time. For disadvantaged students the average improvement was 12 months.

31 students in Y7 who had a KS2 score of less than 100 for Maths were given tuition to improve their fundamental knowledge based on KS2 gaps.

Internal data shows an improvement in foundational knowledge for these students

Y7 Keep Up Tuition 2024/25				
	<u>Baseline average</u>	<u>End of tuition average</u>	<u>PP</u>	<u>Non-PP</u>
Cohort 1 (15 students)	23%	68%	63%	72%
	<u>Baseline average</u>	<u>End of tuition average</u>	<u>PP</u>	<u>Non-PP</u>
Cohort 2 (16 students)	26%	74%	71%	77%

The school achieved the Careers Quality Mark in 2024 and external visits to the school commented on the range of careers advice and opportunities for students. The number of extra curricular clubs on offer increased from 27 in 2023/24 to 36 in 2024/25 and the proportion of disadvantaged students attending clubs increased by 5%. There is still work to do, particularly with older year groups to improve attendance at extra curricular clubs. KS4 attendance at extra intervention sessions was strong, particularly for those sessions that took place during the school day, so this has been reflected in our strategy for 2025/26.

Destination data for our KS4 students at the end of Y11 is strong, with 91% of PP students going on to sixth form or college. Only 9% of PP students are NEET.

Destination Report:

Year 11, as of December 2025 <i>Students left August 2025.</i> <i>Total number of students 171</i>		
Sixth Form	87	51%
College	66	39%
NEET	14	8%
Apprenticeship	2	1%
Employment	2	1%

*2 students out of country are not counted (173) *

Out of the 14 NEET students, 8 out of 14 students, had an offer from either a college or a sixth form before they left in the summer

SEN = 34 students

Sixth form / college - 88%(30)

NEET - 12% (4)

PP= 83 students

Sixth form/college - 91% (76)

NEET - 9% (7)

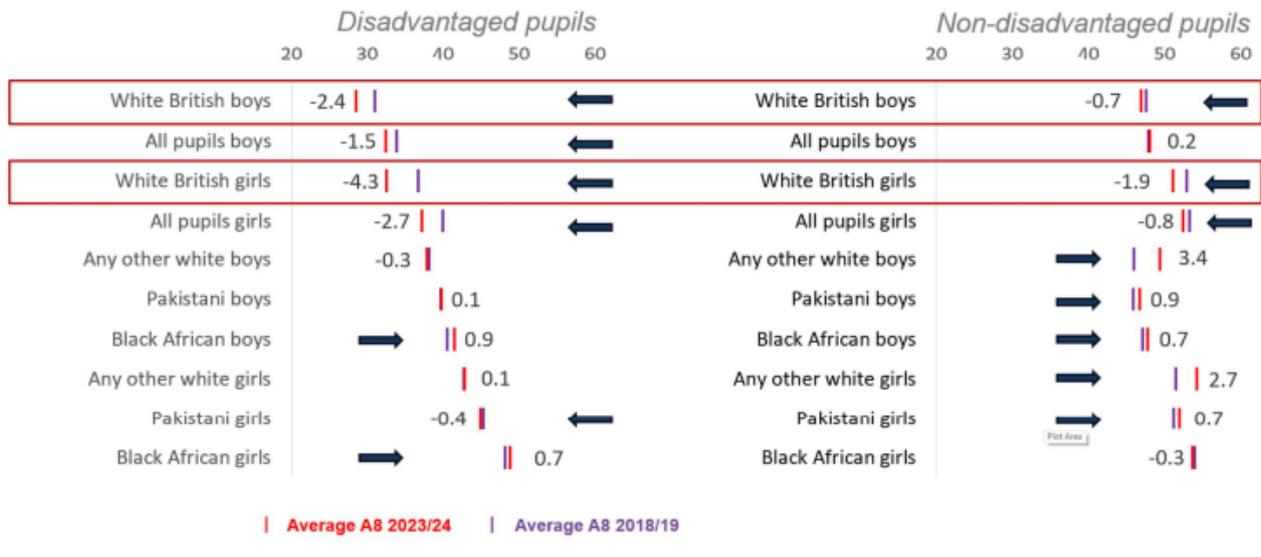
AEP= 7 students

Sixth form / college = 100% (7)

Context data

Recovery from the pandemic has been uneven

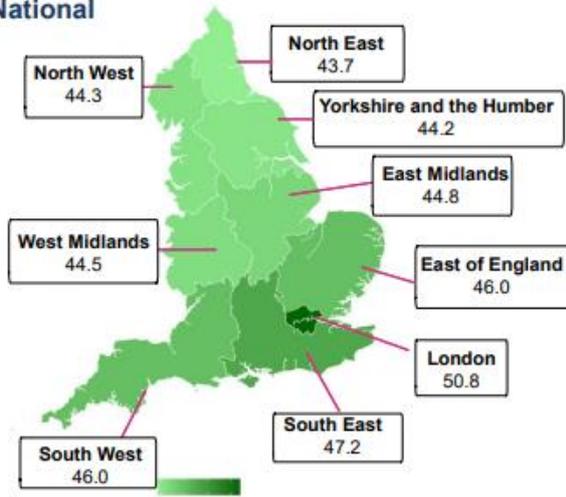
Average Attainment 8 scores, selected groups, 2018/19 and 2023/24



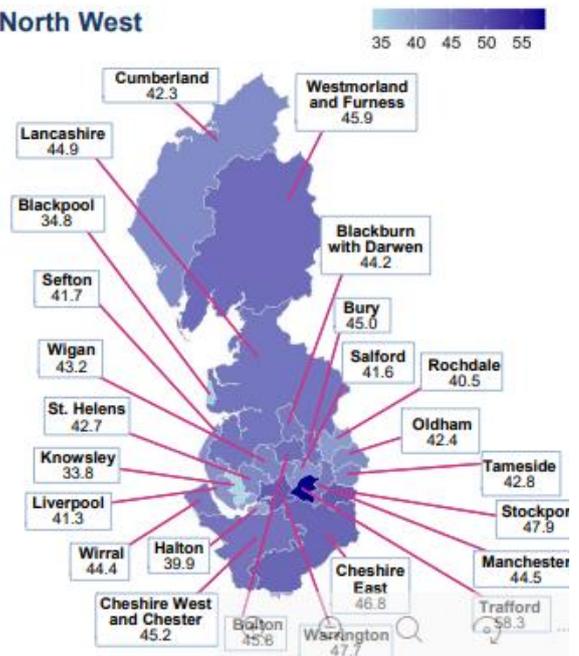
Outcomes vary across the regions – but variation is greater in smaller geographical areas

Average Attainment 8 score, 2023/24

National



North West



Externally provided programmes

Programme	Provider
Tutoring for KS3 students in Maths	TutorTrust
Resilience, confidence building and self esteem	LFC Foundation
Anxiety assemblies/Managing stress assembly	Kooth
Riding the Rapids – Parental Course for supporting students with Autism	YPAS
Learn to Earn – Y10 Careers	Young Enterprise
International Women’s Day Talk	Merseyside Police
Vaping awareness talk	Smoke Free Liverpool
Employability Skills	Into University
Raising aspirations/dreams	Hope University
Careers skills/conversations	Shaping Futures
University/Apprenticeship Pathways	LJMU
River of Light workshops	Culture Liverpool
Careers in construction/engineering	HA Civils
Antisocial Behaviour in the Community	Cobalt Housing