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) 1091 (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 *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£484,221

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 identity 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, residentials, 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	**Outcomes/attainment:** 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.
2	**Identification and support of Disadvantaged students:** 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.
3	**Attendance:** 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.
4	**Literacy:** A significant number disadvantaged pupils are red/amber readers compared to their non-disadvantaged peers.

	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: • 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: • 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	their non-disadvantaged peers in school and in line with national averages. • 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.	All students to have highly effective practitioners delivering to them shown by: • 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	Improve the numeracy skills of students demonstrated by: • 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	To see an improvement in the reading ages of students by: • 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

	• Improved reading ages across all KS3 for disadvantaged students.	
Enrichment/extra curricular opportunities	To show an improvement in the number of disadvantaged students taking part in extra curricular/enrichment activities: • 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 appropriates 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	To show an improvement in the engagement of parents/carers, particularly for disadvantaged parents/carers: • 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	An improvement in the engagement of disadvantaged students demonstrated by: • 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
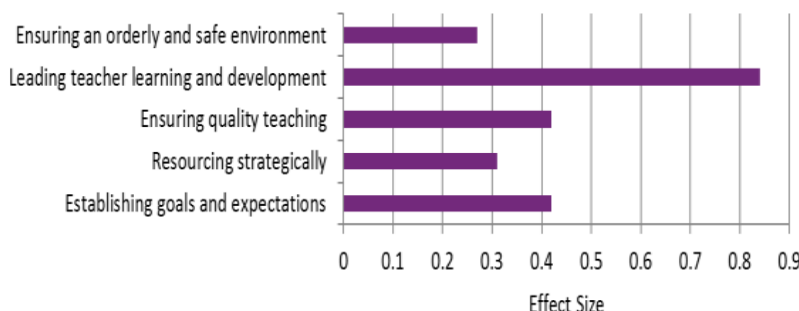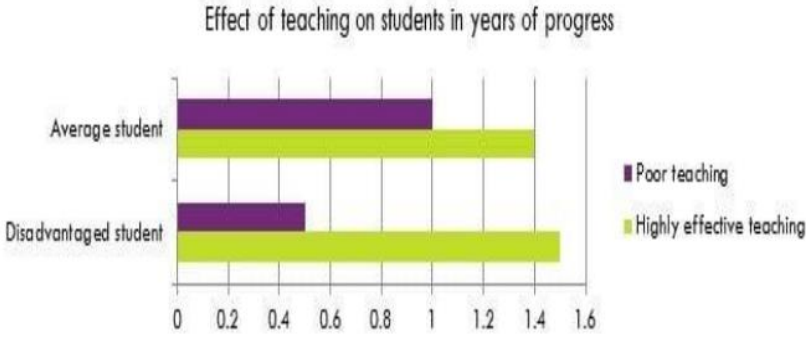
Activity in this academic year

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
Improve the progress of disadvantaged students through high quality teaching and learning, LEAN. **L**eadership of the curriculum **E**ffective implementation **A**ssessment for understanding **N**o child left behind	Viviane Robinson's research says that the most effective way that leaders can improve outcomes for young people is to focus on professional development. Effectiveness of different leadership aspects in improving learning outcomes	1,4,5
Consistent approach to high quality teaching and learning across the school leads to improved outcomes, particularly for those with SEND and disadvantaged	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. 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. We know from David Steiner's Curriculum Research that 'curriculum is a critical factor in student academic success. A	

in line with their non-SEND/disadvantaged peers nationally.	comprehensive, content-rich curriculum is a common feature of academically high-performing countries'	
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.	Equity in Education Lee Elliot Major (2023): Enriching and inspiring PP students through the Curriculum. Effect of teaching on students in years of progress *(bar chart: Average student and Disadvantaged student, comparing Poor teaching and Highly effective teaching, scale 0 to 1.6)* 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).	
The quality assurance of lessons (internal and external) involving disadvantaged students will show a good standard of teaching and learning with no inadequate teaching.	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.	
Recruitment/ retention of Associate Assistant Headteachers to oversee teaching & learning and adaptations to support inclusion.	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'	
All teachers will know their 'sparks' pupils and adapt		

teaching and learning (including following learner profiles and section Fs) to ensure no child is left behind. 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.		
Effective use of high quality assessment in the classroom (EKCs) and summative assessment uses data tracking points to identify disadvantaged students for interventions All staff will know their 'sparks' pupils and ensure they have the key knowledge to undertake EKCs and summative	Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured, and progress tracked. This will result in the progress of disadvantaged students. 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. PPCs track progress of sparks and early intervention of gaps supporting students going to intervention sessions. Data will show an improvement in their knowledge. Hattie 2012 - The key to quality questioning is the type of questions and how they are used. 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'.	1,2,3,4,5
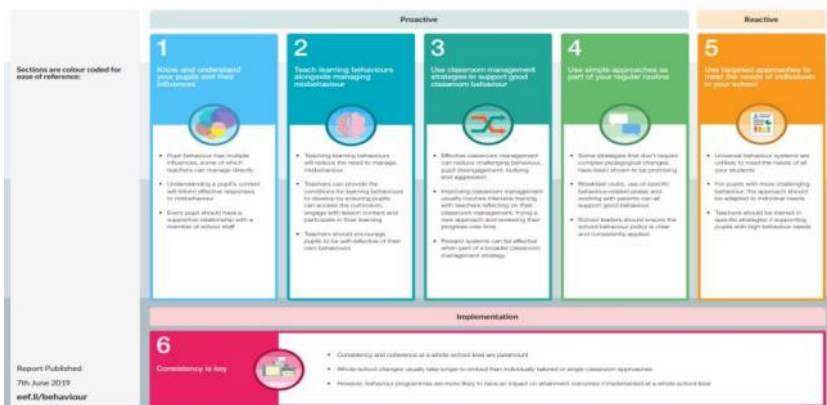
assessment in line with peers. Teachers will support any absence through ClassCharts and face to face keep up strategies to reduces gaps with non-disadvantaged peers. We will use highly effective checking for understanding strategies leading to data driven improvement in classrooms to ensure that we deepen learning and check understanding systematically.	'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.	
Recruitment/ retention of specialised teaching assistants.	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)	1,4,5

Recruitment and retention of staff – providing cover time for colleagues to undertake professional development. Ensure staff wellbeing is a priority	https://researchbriefings.files.parliament.uk/documents/CBP 7222/CBP-7222.pdf https://www.gov.uk/government/publications/national-professional qualifications-frameworks-from-september-2021 EEF Effective Professional Development	
Continuation of whole school Literacy strategy focussing on the four areas of literacy: Reading, Writing, Oracy and Vocabulary. Recruitment/ retention of literacy coordinator to oversee literacy across the school. To include training and implementation of oracy strategy. Developing a love for reading. All students to have access to and specialised	 Recommendation 1: Prioritise 'disciplinary literacy' across the curriculum Recommendation 2: Provide targeted vocabulary instruction in every subject 10	1,4,7

sessions in the school library. All students to read during form time registration twice per week. Targeted literacy/phonics interventions for students requiring support, with priority given to disadvantaged students. 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. Student librarians to promote reading amongst all students, particularly disadvantaged students. More than 50% of students librarians to be disadvantaged. Employment of school librarian who helps promote reading and literacy, especially to disadvantaged students.	Recommendation 3: Develop students' ability to read complex academic texts Recommendation 4: Break down complex writing tasks Recommendation 5: Combine writing instruction with reading in every subject. Recommendation 6: Provide opportunities for structured talk. Recommendation 7: Provide high quality ready interventions https://voice21.org/oracy-across-the-curriculum-the-evidence/ The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the EEF. 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. https://fdslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023 24_Building_Vocabulary_At_School.pdf?region=uk 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. Lack of time is the major factor preventing almost half (49%) of parents from helping their child build and extend their vocabulary.	

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.		
Introduction of whole school Numeracy strategy focussing on areas highlighted by KS2 and internal data as needing addressing Recruitment/ retention of numeracy coordinator to oversee numeracy across the school. To include training and implementation of numeracy strategy Developing a love for numeracy through whole school events e.g National	Our CATs and KS2 data shows that more students are coming to school with gaps in their knowledge. Our parent voice/surveys also indicates that numeracy is the biggest area where parents/carers feel they are least able to support their students. 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,5,7

Numeracy Day, Maths Party Day All students to complete numeracy during form time registration once per week.		
Ensure homework being set effectively across all departmental areas in school. Staff/student/ parent voice/surveys to check the quality and quantity of homework being set. Homework to form part of the school quality assurance checks with a specific focus on disadvantaged students. Disadvantaged students to be given support to complete homework. e.g priority access to school facilities and support accessing online platforms at home. ClassCharts to be used to set	The EEF Toolkit has shown that metacognition and self-regulation to have an impact of +8 months to progress. 	1,2,6,7

and monitor homework being set across the school.		
Continued implementation of "learning behaviours" curriculum. Focus on routines, structures and building belonging for all students using a RUAH framework. Behaviour rewards each term. Regular rewards and recognition of positive behaviour e.g Student of the week. Quality assurance of behaviour both internally and externally (e.g Archdiocese review)	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. https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them	1,3,7

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
One to one tuition for KS3 students requiring additional support in numeracy skills (TutorTrust)	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. Literacy and Numeracy support –	1,2,3,4,5,7

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	EEF: +6 months Small group tuition – EEF: +4 months One-to-one tutoring – EEF: +4 months Extending school time – EEF: +3 months 	
An enhanced CEIAG / Citizenship programme that offers personised	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Careers and mentoring guidance	1,2,3,6,7

career advice for all disadvantaged pupils (PP, SEND, LAC and PLAC). CEIAG Programme – individual student support, ensuring our disadvantaged students are given opportunities to access higher education. 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.	At the end of KS4 in 2025, internal destinations data indicates that there are 0.35% NEET At KS5, approximately 98.5% of Year 13 leavers entered education, employment or training with 84% going on to university.	
Use of diagnostic assessment programs and packages to find individual barriers to learning and to assess impact of interventions put in place.	In school we use a wide range of diagnostic assessment tools including: - GL assessment - Boxall - CATs - Abigail Steele reading assessment 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. Behaviour interventions (rated as +4 in Sutton Trust/EEF Toolkit) Early intervention (rated as +5 in Sutton Trust/EEF Toolkit) Social and Emotional support and interventions (rated as +4 in Sutton Trust/EEF Toolkit)	1,2,4,5

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
Employment of school Attendance Manager with a specific focus on disadvantaged students. Recruitment of Student and Family Engagement Officers to work closely with families needing support with ensuring their child has good attendance. SLE with Education Welfare Officer to support families with attendance. Implementation of Nurture forms to support disadvantaged students who need support with attendance. Use of school bus to facilitate students getting to school and provision of bus passes for those students needing additional support. Deputy Headteacher and Assistant Headteacher with a specific focus	https://educationendowmentfoundation.org.uk/news/taking a-tailored-approach-to-improving-attendance https://explore-education-statistics.service.gov.uk/find statistics/pupil-attendance-in-schools https://educationendowmentfoundation.org.uk/education evidence/evidence-reviews/attendance-interventions-rapid evidence-assessment According to the EEF, effective strategies in supporting good attendance include; - building a holistic understanding of pupils and families - diagnosing specific needs - communicating effectively with families - targeted interventions to supplement universal provision. The Magic Breakfast initiative, which supported the EEF study, also found that breakfast clubs reduced pupil absences, increased the proportion of healthy breakfasts	1,2,3,7

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

students with specific needs.	EEF Social and Emotional support/interventions rated as +4 months in EEF Toolkit.	
Increased use of counselling provision, with a focus on disadvantaged students.		
Liaising for support of students with external agencies such as YPAS and LFC Foundation.		
Increased extra curricular provision and cultural capital trips with a focus on disadvantaged students. Local trips to places such as theatres, museums and galleries to increase cultural capital of students. Residential trips to places in the UK and abroad with a focus on disadvantaged students. Pupils provided with financial support/ assistance where possible. Peri/instrumental lessons provided for disadvantaged students using links with Resonate	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 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 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning EEF's research on the impact of arts education on overall achievement in other areas, accelerating progress by up to 3 months. EEF- There is some evidence that involvement in extra curricular sporting activities may increase pupil attendance and retention.	3,6,7
Parental engagement	Disadvantaged pupils are less likely to benefit from having a space to conduct home learning.	1,3,4,5,7

Strategy, including the use of ClassCharts and MCAS to support with attendance, behaviour and homework monitoring.	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.	
Friends of Bosco established to support with engagement of parents/carers and local community.	EEF – Parental Engagement	
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.		
	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.	
SEND and YPAS coffee mornings, SEND sessions for parents such as 'Riding the Rapids' in school.		

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 be 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/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				
	Baseline average	End of tuition average	PP	Non-PP
Cohort 1 (15 students)	23%	68%	63%	72%
	Baseline average	End of tuition average	PP	Non-PP
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.

Context data

Recovery from the pandemic has been uneven

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

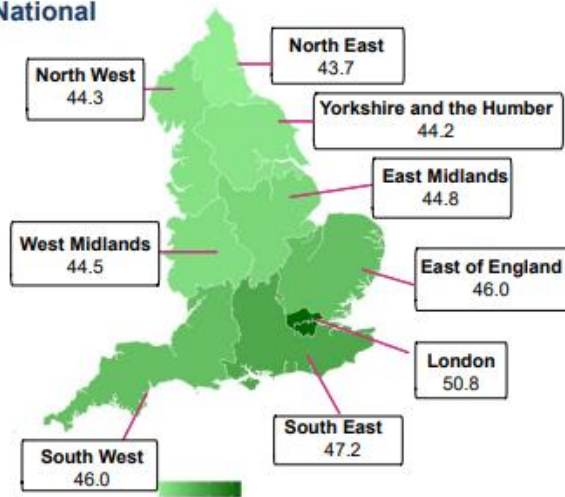|	Disadvantaged pupils		Non-disadvantaged pupils	
	20 30 40 50 60			20 30 40 50 60
White British boys	-2.4 ←	White British boys	-0.7 ←
All pupils boys	-1.5 ←	All pupils boys	0.2
White British girls	-4.3 ←	White British girls	-1.9 ←
All pupils girls	-2.7 ←	All pupils girls	-0.8 ←
Any other white boys	-0.3	Any other white boys	→ 3.4
Pakistani boys	0.1	Pakistani boys	→ 0.9
Black African boys	→ 0.9	Black African boys	→ 0.7
Any other white girls	0.1	Any other white girls	→ 2.7
Pakistani girls	-0.4 ←	Pakistani girls	→ 0.7
Black African girls	→ 0.7	Black African girls	-0.3

| Average A8 2023/24 | Average A8 2018/19

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

Average Attainment 8 score, 2023/24

National

Region	Score
North West	44.3
North East	43.7
Yorkshire and the Humber	44.2
East Midlands	44.8
West Midlands	44.5
East of England	46.0
London	50.8
South East	47.2
South West	46.0

North West

35 40 45 50 55

Area	Score
Cumberland	42.3
Westmorland and Furness	45.9
Lancashire	44.9
Blackpool	34.8
Blackburn with Darwen	44.2
Sefton	41.7
Bury	45.0
Wigan	43.2
Salford	41.6
Rochdale	40.5
St. Helens	42.7
Oldham	42.4
Knowsley	33.8
Tameside	42.8
Liverpool	41.3
Stockport	47.9
Wirral	44.4
Halton	39.9
Manchester	44.5
Cheshire West and Chester	45.2
Cheshire East	46.8
Bolton	45.6
Warrington	47.7
Trafford	58.3