



St Peter's Catholic College

Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	St Peter's Catholic College
Number of pupils in school	575
Proportion (%) of pupil premium eligible pupils	57.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27



Date this statement was published	December 2025
Dates on which it will be reviewed	December 2026
Statement authorised by	S Garthwaite, Headteacher
Pupil premium lead	R Webster, Senior, Assistant Headteacher
Governor / Trustee lead	M Ryan, Chair of Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,254
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£346,254



Part A: Pupil premium strategy plan

Statement of intent

St Peter's Catholic College sets the highest expectations for *all* our pupils, irrespective of their background, to achieve excellent outcomes and improve their life chances by nurturing their gifts and talents. Our intention is that all pupils make good progress and achieve high attainment across our full, broad and balanced curriculum.

Our Pupil Premium Strategy is designed to support our disadvantaged pupils to ensure equality of outcomes. We consider the challenges faced by vulnerable pupils, particularly those who face challenges caused by poverty and the cost of living crisis,, challenging domestic dynamics and poor mental health. Although the aim of this statement is to ensure equality for our disadvantaged pupils, support will be provided to any pupil who requires this.

High quality of education for all is at the heart of our school development and is therefore the key focus of our pupil premium strategy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Whole school attendance continues to improve across the school and further investment and plans are in place to maintain this improving trend.

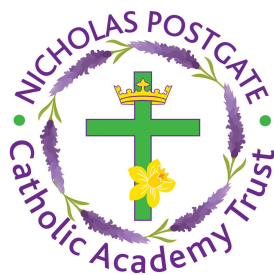
Progress 8 has improved for the whole cohort, including pupil premium pupils and is now above the national benchmark floor target figure; however, there is still a gap between these two subgroups.



Challenges

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

Challenge number	Detail of challenge																						
1	<table border="1"> <thead> <tr> <th></th> <th>2022-23</th> <th>2023-24</th> <th>2024-25 (internal P8)</th> </tr> </thead> <tbody> <tr> <td>P8 - All pupils</td> <td>-0.60</td> <td>-0.46 (+0.14)</td> <td>-0.20 (+0.26)</td> </tr> <tr> <td>P8 - Disadvantaged</td> <td>-0.88</td> <td>-0.74 (+0.14)</td> <td>-0.57 (+0.18)</td> </tr> <tr> <td>P8 - Non Disadvantaged</td> <td>-0.35</td> <td>-0.12 (+0.23)</td> <td>0.32</td> </tr> <tr> <td>Gap</td> <td>0.53</td> <td>0.62 (-0.09)</td> <td>0.89 (-0.27)</td> </tr> </tbody> </table> <p>Attainment - DFE figures 2024-25 (with absence of official P8)</p> <p>Pupils achieving 4+ in maths and English - 38.0%</p> <p>Disadvantaged - 28.8%</p> <p>Non- Disadvantaged - 50.0%</p> <p>Pupils achieving 5+ in maths and English - 23.9%</p> <p>Disadvantaged - 17.3%</p> <p>Non- Disadvantaged - 32.5%</p>				2022-23	2023-24	2024-25 (internal P8)	P8 - All pupils	-0.60	-0.46 (+0.14)	-0.20 (+0.26)	P8 - Disadvantaged	-0.88	-0.74 (+0.14)	-0.57 (+0.18)	P8 - Non Disadvantaged	-0.35	-0.12 (+0.23)	0.32	Gap	0.53	0.62 (-0.09)	0.89 (-0.27)
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	<p>Although the gap between disadvantaged and non disadvantaged pupils has increased over the two years,, the progress 8 of both sub-groups of pupils have increased over the last two years. Overall progress 8 improved to above the national floor value of -0.5 to the highest progress 8 figure since its introduction. Priorities for the next three years is to now close this gap, whilst also ensuring both groups progress 8 continue to improve.</p>
2	<p>Effects of poverty;</p> <ul style="list-style-type: none"> ● Poor home conditions - inc. lack of heating, lack of quiet space for revision. ● Cost of living crisis ● Eviction and frequent change of address ● Poor diet and hunger ● Inadequate clothing ● Unable to provide equipment ● Lower aspirations <p>The 2019 Income Deprivation Affecting Children Index ranked the catchment area of St Peter's Catholic College as within the most deprived 10% of England, with three areas in particular in the top 1% (within top 20 of 32,844) most deprived areas.</p> <p>At the start of 2022, the UK entered a challenging time, with many families witnessing a stark increase in relation to the cost of living. With many of our poorest families already struggling, the effects of poverty have become even more apparent with many families struggling with Maslow's primary physiological needs e.g. warmth, hunger and clothing. With the level of inflation remaining high, the cost of living crisis has continued to affect families within our catchment into 2024. Pupils are supported with free equipment, hoodies and prom tickets where the need arises. Breakfast club offers the opportunity for all pupils to have a free breakfast regardless of if they are eligible for free school meals or not. We also have a store of cereal bars available for pupils who might be hungry for various reasons throughout the school day.</p>



3	<p>Attendance has, and continues to be a national focus, with the government setting up regional attendance hubs across the country. Due to significant investment within this area, attendance at St Peter's Catholic College has improved over recent years from 88.1% to 91.7%, which is only marginally below national average. It is recognised there is a positive correlation between increased attendance and improved progress and attainment. St Peter's is determined to continue to improve attendance of all pupils so we are above the national average and ensure all pupils have the best chance of success in secondary education.</p> <p>In order to achieve this, the school has invested in the opening of the St Christopher Centre. This centre is based within the school building and offers the opportunity to bridge the gap between home and full integration within the school's curriculum by offering small group support. The St Christopher Centre is staffed by a dedicated centre manager, who works with these vulnerable pupils, with the sole purpose to reintegrate them back into the classroom. This centre has already made an impact with the schools persistent absentees; this will only improve as the centre becomes more established.</p> <p>In Addition to this, there is also an attendance shop that is available for pupils who have achieved 100% attendance across a week to convert points for prizes.</p>
4	<p>Literacy levels upon entry is a significant challenge to our disadvantaged pupils. The Constituency Literacy Score, created in 2017 by the Literacy Trust, ranked Middlesbrough as 1 out of 533 for literacy levels meaning that it had the greatest need.</p> <p>There is a whole school priority to increase literacy and oracy across the school, with small group intervention, drop everything and read lessons and investment in SPARX reader.</p>



<p>5</p>	<p>It is suggested that the shift in progress and attainment in London is due to parents and pupils who have made the real difference, rather than education policies and practices. Existing research supports this conclusion from Simon Burgess , pointing to the importance of both the home and the school on pupils' attainment. The contribution of schools to children's performance has been found to be relatively smaller than those of the parent, family and pupil themselves.</p> <p>The term "aspiration" is frequently used by researchers, distinguishing ethnic minority children and families with their "high" aspirations, from white working-class families, with their "low" ones. But there is limited evidence on how these strong or weak aspirations actually affect attainment. Some evidence suggests the opposite – that the aspirations of working-class parents are not low. They just don't have access to the necessary information, knowledge or resources to support their children's learning. This is an area St Peter's is working diligently in improving. Resources are provided to pupils for their GCSE studies, parents are invited into school to listen to revision advice and all pupils in the school are provided with equipment and uniform if required. There is further work to be carried out to ensure all pupils receive the crucial support from home to supplement their studies in school.</p> <p>The school has been affected by local disturbances and this has had a direct influence on some of our pupils. The Middlesbrough riots in August 2024 highlighted some of the issues within the local area and there are a number of no go areas surrounding the school where staff have been advised not to visit by the police.</p>
<p>6</p>	<p>Social, emotional, health and well-being of pupils has been a challenge for some time in our local area, but that has intensified as a result of Covid-19.</p> <p>The Public Health England 'State of the North East' Public Mental Health and Wellbeing report of 2018 identified that the prevalence of mental health disorders in children and young people was above the national</p>



	<p>and regional averages in both Middlesbrough and Redcar and Cleveland.</p> <p>Since the Covid pandemic the school has identified the greater need for mental health support for its pupils and has introduced the following</p> <ul style="list-style-type: none"> - A Mental Health Lead (member of staff) - A pupil prefect mental health lead - Headstart - Counselling - Increased CPD for staff with focus on following up pupil GP appointment attendance. <p>More support has been offered to parents around mental health as the school recognises the direct link between pupil and parent mental health.</p> <p>We have a dedicated member of SLT who is the school's designated safeguarding lead who has 14 years experience with the school and wealth of experience across the deputy DSLs and level three qualified staff. The school has the capacity to enlist the support of early help workers to support pupils and families.</p> <p>A dedicated member of staff has been assigned as the school's mental health lead and delivers CPD to staff and supports pupils.</p>
7	<p>St Peter's Catholic College provides an ambitious, challenging and broad and balanced curriculum to all of its pupils. This foundation is what will allow pupils to progress to higher education, apprenticeships and work and ensure as many options are kept open to pupils for as long as possible. Pupil outcomes are reliant on the quality of this curriculum and the school has invested significantly in ensuring that a quality curriculum is in place for all subjects. However, curriculum enrichment is critical to develop the whole pupil and support them to be a well rounded individual. Skills and experiences gained from accessing this</p>



	<p>enrichment increase the personal development and cultural capital of each pupil as well as positively enhancing the relationships between pupils and staff and improving attendance. The enrichment offer is substantial and the majority of staff, teaching and non teaching offer a club each week.</p> <p>The school trip has long been a staple part of education and a quality school trip can instil lasting memories for pupils as well as developing passions and motivation in later life. Covid has a disastrous effect on the quantity and variety of school trips offered for the majority of schools around the country, and presumably world. St Peter's has vowed to rectify this swiftly, ensuring that more and more pupils gain the opportunity to experience the positive impact of a school trip. Many Uk trips have run over the last three years and the offer of overseas trips has increased exponentially, with the school offering the opportunity to visit Paris, Strasbourg, Kenya and Italy along with other visits being planned. Trips linked directly to the curriculum content, such as a Y11 theatre trip to see Inspector Calls, visits to the local area for geography field work and two year 11 revision residential. Financial aid is provided to pupils where this is a barrier to attendance, poverty proofing these crucial enrichment opportunities.</p>
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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
<p><u>Pupil progress</u></p> <p>By 2026/27 To achieve a progress 8 value of 0 for all pupils, with no significant gap between any subgroup of pupil.</p>	<p>Outcomes for all pupils improve, with significant improvements for DA pupils. Overall P8 for pupils awarded in summer 2027 will be at least 0 and there will be no</p>



	<p>significant gap between disadvantaged pupils and those with no disadvantage.</p> <p>The 2022 results showed an overall P8 of -0.55 with a gap of 1.08</p> <p>The 2023 results showed an overall P8 of -0.60 with a gap of 0.53. DA P8 -0.88</p> <p>The 2024 results showed an overall P8 of -0.46 with a gap of 0.62. DA P8 -0.74</p> <p>The 2025 results showed an overall P8 of -0.20 with a gap of 0.89, however the DA P8 increased by 0.17 to -0.57</p> <p>Attainment - DFE figures 2025-26</p> <p>Whole school Progress 8 targets and that for DA pupils are shown below.</p>
<p><u>Academic outcomes</u></p> <p>To achieve national average 4+ and 5+ in English and Maths for all our pupils.</p>	<p>By summer of 2027, the number of disadvantaged pupils achieving 4+ and 5+ in English and Maths will meet national average as a minimum.</p>
<p><u>Improved attendance further - above national average. DA pupils ton be in line with non DA pupils</u></p>	<p>Pupil absence rate and persistent absence rate reducing annually until below national average by 2027.</p>



<p>To achieve below national average in overall absences and persistent absentees.</p>	
<p><u>Pupil wellbeing</u></p> <p>To support an increasing number of pupils and their families struggling with the increasing effects of poverty.</p>	<p>Identification of pupils most in need, and their associated barriers to learning in school. Pupil and parent voice recognises the support received as being demonstrable in improving pupil wellbeing.</p> <p>Increased participation of pupils in extra curricular activities and access to a variety of enrichment activities, especially for those disadvantaged pupils. Ensure all trips, home and abroad are accessible for all pupils.</p>



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: £137,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement NPCAT QA recording system to create a holistic overview of quality of education to personalise CPD opportunities.	<p>CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). (Educational Policy Institute (EPI))</p> <p>What happens in the classroom makes the biggest difference (EEF 'Closing the Attainment Gap, 2018)</p>	1,2,5
Further development of sequential curriculum and subject knowledge in history, geography, RE and coursework based subjects. Ensure new curriculum is embedded and progress across	Cognitive load theory informs our curriculum sequencing by revealing the role of memory in helping students build the cognitive architecture required to access the curriculum effectively. The curriculum must reflect this.	1,4,5,7



these subjects continues to improve. Equal importance on theory sessions as coursework.	Within coursework based subjects, there needs to be a clear distinction between coursework and theory lessons. Theory lessons will follow the same structure as in any other subject and the curriculum is remodelled to integrate these aspects.	
Whole-school reading strategies implemented to improve reading and oracy across the curriculum. This includes DEAR and Trust reading strategies: Fase, choral & echo reading.	On average, reading comprehension approaches deliver additional six months progress (EEF) Studies of oral language interventions consistently show a positive impact on learning, including oral language skills and reading comprehension.' (EEF)	1, 4
Recently qualified teachers to complete the Early Careers Framework and be supported by Subject Mentors and Induction Mentors.	Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers. (Education Policy Institute, 2020) The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers compared with 0.5 years with poorly performing teachers." (Sutton Trust, 2011).	1
Use of high quality feedback in all classrooms, both formatively and summatively. This includes use of	High quality feedback raises achievement and has an effect size of 0.7 (Hattie, 2015) Each member of staff has access to visualisers, class sets of white boards, Teacher toolkit and GCSEpod and Dr	1,2,4,5



questioning and purple assessment books.	Frost Maths. These resources will interleave throughout the curriculum.	
Promotion of self-regulation within the curriculum for all pupils, initially focusing on cognition and motivation before developing metacognition.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). (EEF)	1, 3, 4, 5
Homework	Homework across all year groups is to be monitored centrally. The school's MIS system, Arbor will be used to coordinate this and allow parents a live update on their child's homework completion statistics. Follow up conversations will occur with parents and pupils where homework is not complete. However, the main driving force behind this initiative is a strong praise culture in the school.	2,5,6,7
Attendance	To maintain the positive trend of attendance across the school, the 100% club has been introduced which acknowledges and rewards pupils with who maintain their 100% attendance figure. Weekly rewards are in place for high attendees to school. In Addition to this, there is also an attendance shop that is available for pupils who have achieved 100% attendance across a week to convert points for prizes.	3,6,7



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

Budgeted cost: £38,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Data-driven, targeted interventions in phonics, reciprocal reading, handwriting and numeracy.</p>	<p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' (EEF)</p> <p>'Reading comprehension strategies are high impact on average (+6 months).' (EEF)</p> <p>'Evidence consistently shows the impact that targeted academic support can have.' (EEF)</p> <p>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.' (EEF 'Closing the Attainment Gap' 2018)</p>	<p>1, 4</p>



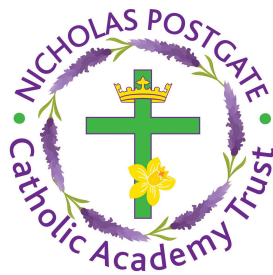
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £139,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce new, improved praise systems to celebrate successes and efforts of pupils.</p>	<p>'Process praise keeps students focused, not on something called ability that they may or may not have and that magically creates success or failure, but on processes they can all engage in to learn.' (C Dweck)</p> <p>The school's reward system is a strength of the school. Pupils respond well to praise and there are countless ways in which pupils can receive praise when this is deserved, such as</p> <ul style="list-style-type: none"> - Headteachers Honours - Collective worship - Staff of the Week - God Given Talent Award - Reward points - Attendance awards - Academic Achievement Awards - Shine Friday - Verbal praise - Postcards - Positive phone calls home - 100% Club - Social media 	<p>5, 1</p>



<p>Use of new Careers Lab within curriculum, including PSHE.</p> <p>Implement new PSHE curriculum with developed CEIAG strand.</p> <p>Further develop links with Trinity Sixth Form and other further education providers to improve awareness of future opportunities.</p>	<p>'Underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.' (EEF)</p>	<p>2,7</p>
<p>Implement weekly tutor mentoring of pupils with attendance between 90% and 95% YTD.</p> <p>Implement Pupil Engagement Officer mentoring of pupils with attendance between 85% and 90% YTD.</p> <p>Implementation of attendance plans by School and Trust attendance teams for any pupils with attendance lower than 85%.</p>	<p>'Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve GCSEs A*-C including English and maths than pupils missing 15-20% of KS4 lessons.' (DfE, 2016)</p> <p>Since its launch in June 2024, the 100% club has had a positive effect on the attendance within school and has given pupils the motivation to achieve this figure. Crucially, however, pupils are beginning to understand the importance of high attendance in school.</p>	<p>1, 3</p>
<p>Revised Curriculum Enrichment Programme launched.</p>	<p>'It is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides. Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group</p>	<p>3, 7</p>



	<p>teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p> <p>‘There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.’ (EEF)</p> <p>Curriculum enrichment is a key strength of the school, whether it be Y11 curriculum intervention or whole school enrichment. With further opportunities to visit a variety of UK and overseas destinations, this offer continues to go from strength to strength.</p>	
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Total budgeted cost: £ 316,020



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

2023-24 Results

Total P8 for all pupils= -0.46

P8 for PP pupils = -0.74

P8 for non PP pupils = -0.12

P8 Gap 2024 = -0.62

P8 Gap 2023 = -0.53

P8 Gap 2022 = -1.07

Decrease in gap of 0.49 in 2023 from 2022

Increase in gap of 0.09 in 2024 from 2023

The disadvantage gap increased by 0.09 to 0.62 from 0.53 from 2023, however, both disadvantaged and non-disadvantaged groups improved on the previous year's figures. While there are still improvements to make, this does show significant progress on the previous year.

Attainment - DFE figures 2024-25



2024-25 Results

Total internal P8 for all pupils= -0.20

P8 for PP pupils = -0.57

P8 for non PP pupils = -0.32

P8 Gap 2025= 0.89

P8 Gap 2024 =-0.62

P8 Gap 2023 = -0.53

P8 Gap 2022 = -1.07

Attainment - DFE figures 2024-25(with absence of official P8)

Pupils achieving 4+ in maths and English - 38.0%

Disadvantaged - 28.8%

Non- Disadvantaged - 50.0%

Pupils achieving 5+ in maths and English - 23.9%

Disadvantaged - 17.3%

Non- Disadvantaged - 32.5%

The disadvantage gap increased to 0.89 from 0.62, however, both disadvantaged and non-dis disadvantaged groups improved on the previous year's figures . While there are still improvements to make, this does show significant progress on the previous year.

A tutoring programme was implemented in the last year. Tutoring sessions within school with known staff and residential programmes, demonstrated a positive impact with individual pupils, including disadvantaged pupils.



Nationally attendance has been significantly impacted by the lasting effects from Covid closures, with many pupils suffering from anxiety and further health issues. Due to the continued disruption to pupil attendance from Covid in the Spring term it is difficult to directly compare attendance to previous years.

A praise and reward strategy was successfully implemented last year and tutor mentoring for attendance continues to demonstrate impact for those with low attendance. The 'in it, to win it' raffle prize has shown great popularity with pupils and attendance linked to eligibility for school reward trips has also been given positive praise. Additional weekly attendance rewards were introduced as a pilot system towards the end of last year. These trials proved successful and have been rolled out in 2024-26

Investment in staff and CPD has increased teaching capacity and improved teaching quality, with all subjects except history, geography and sport improving results on the previous year.

We will continue to support our disadvantaged pupils, providing equity and ambition for all through an established set of strategies as detailed within this three year strategy.