

Pupil premium strategy statement – St Patrick’s RC High School

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	918
Proportion (%) of pupil premium eligible pupils	22.47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26-2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Mrs A. Byrne, Headteacher
Pupil premium lead	Ms G. O’Hagan, Deputy Headteacher
Governor / Trustee lead	Mrs F. Robinson Mr P. Shaw Mr A. Dorrian

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£220,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£220,375

Part A: Pupil premium strategy plan

Statement of intent

At St Patrick's RC High School, our mission is rooted in the values of truth, resilience, service, love and faith. We are committed to ensuring that every pupil, regardless of background, is empowered to thrive academically, socially and spiritually. Our Catholic ethos calls us to recognise the dignity and potential of every child, and our Pupil Premium strategy is a key vehicle for living out this mission.

We strive for academic excellence, celebrate ambition, and value the achievements of all. We recognise that disadvantaged pupils may face barriers that hinder their learning and readiness for the next stage of life. Our strategy is designed to remove these barriers, raise aspirations, and enable success through targeted, evidence-informed interventions.

Objectives

- To raise attainment and accelerate progress for disadvantaged pupils.
- To ensure pupils are ready for their next stage of education, training or employment.
- To close gaps in attendance, engagement, and outcomes.
- To empower pupils and families, fostering ownership and high expectations.
- To ensure funding is used strategically, transparently and effectively to improve outcomes and raise standards.

Strategic Principles

- To use the EEF evidence-based guidance to support us to spend pupil premium effectively, through its Teaching and Learning Toolkit and guidance reports.
- Ensuring spending is in line with "Using pupil premium: guidance for school leaders" (March 2025)
- A key focus on high quality teaching of English and Maths, targeted interventions. support and enrichment and attendance strategies
- Quality First Teaching and Universal Provision: We have a relentless focus on ensuring that teaching and learning in the classroom is of the best standard and our universal provision meets the needs of our disadvantaged pupils.

- Early Identification: We use a combination of KS2 data, cohort analysis, and reading scores to identify pupils at risk of underachievement or becoming NEET. This begins in Year 7 and continues throughout their school journey.
- Targeted Support: Activities are tailored to meet the academic and non-academic needs of pupils. These include tutoring in English and Maths, subsidised trips and resources, attendance interventions, mentoring programmes, and curriculum enrichment.
- Joined-Up Provision: Our strategy is integrated across pastoral, academic, and careers teams. Roles and responsibilities are clearly defined, and data is shared to ensure coherent support.
- High Expectations for All: We reject deficit language and maintain that all pupils have a right to high expectations and are entitled to success. Our staff are trained to know their disadvantaged pupils and to challenge low expectations.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils achieve better than non-disadvantaged pupils nationally, however, the in-school gap between our disadvantaged pupils and non-disadvantaged pupils is a priority. Disadvantaged pupils with excellent attendance (97%+) still achieve two thirds of a grade lower than their non-disadvantaged peers in the same attendance band. Disadvantaged girls do not achieve as many Grade 5s in Maths as we would expect. Disadvantaged pupils have lower starting points than our non-disadvantaged pupils and this leads to fewer disadvantaged pupils excelling at the top grades (9-7) and this is also a priority.
2	Assessments, observations and pupil voice with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects, but particularly in English and Maths. On entry to Year 7 in the last 5 years, between 31-50% of our disadvantaged pupils arrive below age-related expectations compared to 23-35% of their peers. We recognise this as a major challenge requiring a rigorous focus on high quality teaching in Year 7.

3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been approximately 8% lower than for non-disadvantaged pupils. Approximately 25% of disadvantaged pupils have been 'persistently absent' compared to 15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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
To improve outcomes further among disadvantaged pupils across the curriculum at the end of KS4, and increase the number of disadvantaged pupils achieving Grade 5 or above, especially in Maths.	KS4 performance measures in 2026/27 demonstrate that at least 50% of disadvantaged pupils achieve an average Attainment 8 score of 50 or more. The gap in attainment at Grade 5 in Maths reduces to in line with English.
To sustain improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 50% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between

	disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15%
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £132,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to raise attainment through consistently high-quality teaching & learning and through an effective programme of professional development opportunities for all staff – in particular ECTs (NQTs/RQTs) The focus will be on a balance of oracy activities and writing, effective feedback on learning and developing reading comprehension	“Disadvantaged pupils are disproportionately affected by the quality of teaching” DfE Supporting the attainment of disadvantaged pupils 2015 “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF The EEF Guide to Pupil Premium	1
Continue to develop a culture of promoting learner resilience, building on our study skills	‘Disadvantaged students – especially boys - should have additional encouragement and support to enable them to engage in self-directed study, do sufficient homework and	1

programme, with additional support for PP pupils	read more books, the activities that are linked to aspirations and self-belief. Schools should provide such opportunities where they are unlikely to be available at home.' https://www.suttontrust.com/wp-content/uploads/2019/12/EPPSE-final-Believing-in-Better-1.pdf	
Continued to purchase and utilise standardised reading age diagnostic assessments. Purchase standardised numeracy age diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2
Continued improvement to literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance and through high quality intervention	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press) “Reading, writing, speaking and listening, are at the heart of every subject in secondary school. Focusing time and resources on improving reading and writing skills will have positive knock-on effects elsewhere, whether that’s being able to break down scientific vocabulary or structure a history essay.”	2

	EEF Improving literacy in secondary schools 2019	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement small class tuition focused on gaps in Maths and English	Targeted academic support can have a strong positive impact on learning, and is an important part of any Pupil Premium strategy. https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using_pupil_premium_guidance.pdf https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1
Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1

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

Budgeted cost: £55,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued focus on restoring attendance to pre-pandemic levels	Better attendance leads to better outcomes https://www.gov.uk/government/publications/link-between-attendance-and-attainment	3
Continue to support the mental health and well-being of all pupils but especially those who are most disadvantaged, so that they can develop their self-esteem and motivation to succeed, attend school regularly to maximise learning time and therefore achieve the best possible outcomes	“The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and learning and to achieve their full academic potential.” Public Health England The link between pupil health and wellbeing and attainment 2014	3
Improve parental engagement, particularly of parents of disadvantaged pupils, with a specific focus on engaging parents of new Year 7 pupils in helping and understanding the secondary curriculum.	Empowering disadvantaged parents is not only about providing support and resources but also about fostering a sense of community and understanding.	1

Total budgeted cost: £220,375 (includes 5% reserve)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

22.7% of our pupils are disadvantaged. Of these, 45.2% are male and 54.8% are female. 31.2% of our pupils with disadvantage are also SEND (compared to 21% of non-disadvantaged pupils). 9.6% of our pupils with disadvantage are high prior attaining (compared to 25% of non-disadvantaged pupils). 16.8% are EAL.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that

- Improved attendance leads to better outcomes for pupils
- Improved progress and tracking processes are empowering all pupils to understand their own performance and how to get better, including disadvantaged pupils
- Implementing study skills sessions whole school has benefited all pupils, including disadvantaged pupils

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates the following:

- In 2025, our disadvantaged pupil Attainment 8 score was 44.96, which is higher than the Salford average A8 score for all pupils
- Over time, our disadvantaged pupils make positive progress
- There remains a gap between our disadvantaged pupils and non-disadvantaged pupils but that it is narrowing over time and much narrower than national

- At Grade 5 in English and Maths, the gap between disadvantaged and non-disadvantaged pupils was 23.8%, which is 2.2% lower than national
- At Grade 5 in English, the gap between disadvantaged and non-disadvantaged pupils was 17.4%, which is 8% lower than national
- At Grade 5 in Maths, the gap between disadvantaged and non-disadvantaged pupils was 21.6%, which is 5.2% lower than national

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that

- Our disadvantaged attendance is improving; however, the data is disproportionately affected by those who are severely absent.
- More pupils who are severely absent are disadvantaged; increased support and personalised intervention are helping these pupils bridge back into school over time.
- More disadvantaged pupils are internally excluded and/or suspended; however, this is narrowing over time and we have fewer repeat exclusions and suspensions, indicating the effectiveness of our Pastoral Lead interventions, which are focused on self-regulation.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that

- Quality First Teaching and our Universal Offer has the biggest impact on the attainment of our disadvantaged pupils
- Improved attendance is improving the attainment of our disadvantaged pupils
- Targeted, personalised approaches prepares our hardest-to-reach disadvantaged pupils for life after St. Patrick's
- Our broader Personal Development and Careers provision ensures that all disadvantaged pupils are supported to secure the next steps in their education, employment or training and this is reflected in our low NEET figures

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Ensuring pastoral provision continues to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why disadvantaged pupils with excellent attendance still had a lower attainment rate than their non-disadvantaged peers.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a range of Monitoring and Evaluation activities so that we can adjust the plan over time. These include

- Analysis of progress and attainment data (including QLAs and subject-specific tracking).
- Analysis of attendance and behaviour data.
- Pupil and parent voice.

- Destination tracking post-16.
- Provision mapping and regular review of interventions.
- External peer review where appropriate.