



# Pupil Premium Strategy for 2025/2026

## Details

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**Written by:** Mr A Morris

**Approved by:** Governors

**Date:** July 2025

**Next Review:** October 2026



## Pupil premium strategy statement for Archbishop Ilesley Catholic School 2025/2026

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

### School overview

Detail	Data
School name	Archbishop Ilesley Catholic School
Number of pupils in school	1050
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3
Date this statement was published	July 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	A Morris
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 589,656.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 589,656.00



## Breakdown of disadvantage per year group

Year	Total	PP	PP%
7	208	117	56
8	205	117	57
9	209	153	73
10	218	156	72
11	209	146	70
Total	1049	689	65.6

## Part A: Pupil premium strategy plan

### Statement of intent

Research shows that pupils who come from disadvantaged backgrounds often do not attain as well as their peers and they often face extra challenges. As a Catholic School, everything we do has faith as its foundation; in the book of Genesis it says, “The Lord, before whom I walk, will send his angel with you and make your way successful” and this sums up our vision for our disadvantaged pupils: we want every pupil at Archbishop Ilesley Catholic School to be successful, no matter their background or financial situation. Our aim is to expose our pupils to as many opportunities as possible, ensure they receive excellent teaching from inspirational teachers and imbue a ‘can do’ attitude. Any financial barriers that exist should be alleviated by the premium; pupils who receive it should have the same opportunities as their peers

## Aims

As recommended by the Educational Endowment Foundation (EEF), we will employ a three tiered approach:

- 1) Ensure we have quality first teaching within the classroom, where teaching is built around very high expectations for all and positive relationships are formed between pupil and teacher. We deliver a knowledge rich curriculum and use a series of strategies to teach and embed these, using evidence based research.
- 2) Ensure we have targeted academic support, which will take place through revision sessions, Saturday school and structured intervention.
- 3) Employ wider strategies - focus on careers, providing equipment and resources and well-being. As well extra-curricular activities, monitor attendance and widen the cultural capital and aspirations of our Pupil Premium students.



## Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment of some PP children
2	Attendance
3	Culture of reading
4	Increasing engagement with parents
5	Mental wellbeing
6	Widening aspirations (including increasing cultural capital)
7	Widening destinations for PP pupils
8	Mitigating poverty

## 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 outcomes	Success criteria
Increase progress and attainment of PP pupils	A8 and P8 compared to cohort and national average
Improved attendance for PP pupils	PP attendance is in line with national attendance for all pupils
PP pupils have successful transitions from KS2 and post KS4	NFER testing shows continued progress from KS2. No NEETS
PP pupils are clear about the range of destinations post KS4	No NEETS
PP pupils are at least functional in terms of numeracy and literacy	Pupils achieve a strong pass in both English and Maths
PP pupils have equitable access to experiences designed to increase cultural capital	The % of pupils attending clubs and taking part in educational visits is the same as the whole school %
PP pupils are well resourced	IT and revision provision



## Activity in this academic year

For the purpose of costing, when identifying those associated with salaries in some cases a % of the cost has been identified. This proportion represents the amount of their work is directly connected with PP pupils.

Focus	Total cost	Cost per pupil
Quality first teaching	£93,200	£150.32
Targeted academic support	£96,827.00	£156.17
Wider strategies	£399,927.50	£645.04
Total spend	£589,954.50	
<b>PUPIL PREMIUM STATEMENT</b>	<b>£589,656.00</b>	

Variance	-298.50
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## Quality First Teaching

COST ITEM	ANNUAL COST	Challenges	Evidence to support this focus	Cost per pupil
SLT LEADERSHIP TEACHING AND LEARNING	£ 84,500.00	1,3	Rowland and Blandford	£ 136.29
PIXL	£ 6,200.00	1	The EEF, Lemov and Rosenshine	£ 10.00
CPD STAFF TRAINING & DEVELOPMENT 50%	£ 2,500.00	1,2,3	The EEF, Lemov and Rosenshine	£ 4.03
			£ 93,200.00	
			£ 150.32	

**Specific Teaching and Assessment strategies (All financial support for these comes from funding allocation described above)**

ACTION	PRINCIPLE
Sequenced curriculum	The curriculum contains curated and well sequenced knowledge that allows pupils to develop conceptual understanding. It also allows pupils to apply knowledge previously learnt in new and sometimes unfamiliar contexts. Knowledge is not left behind, it is revisited throughout all key stages. The curriculum assumes nothing in terms of prior knowledge.



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	<p><b>The content that is taught is well considered. It is based upon the principle of which knowledge yields the greatest cognitive benefit (Gateway knowledge/concepts)</b></p>
<b>Clear and well defined learning intentions</b>	<p><b>Objectives and outcomes are precise and accurately define mastery. They form the basis of planning in both the short and long term. The “To be able” is not tied to specific knowledge but to conceptual understanding.</b></p>
<b>Clear and well defined stages of learning with focussed activities</b>	<p><b>Learning sequences are clearly planned using the stages of learning model. Teacher explanations are precise and frequently reframed. Frequent opportunities are given to students in class to demonstrate their understanding and for teachers to assess and intervene if necessary.</b></p>
<b>Scaffolded activities that allows all students to achieve well</b>	<p><b>Teachers define learning clearly. They model how problems are tackled. Their thinking is made explicit during the process. Instructions are given in small steps that allows all to manage the task.</b></p>
<b>Seating plans that support learning</b>	<p><b>Seating plans have a clear rational. They are based on learning need. They may be fluid and reflect the activities being undertaken in the classroom</b></p>
<b>Learning activities that allow all students to demonstrate their knowledge and understanding</b>	<p><b>Teachers design activities that are clearly linked to the learning objectives and outcome. The best activities allow teachers to very quickly ascertain the level of competence of individuals within the class</b></p>
<b>There is a clear assessment pathway within subject areas</b>	<p><b>Departments have defined what subject expertise and mastery looks like at key points in the learning journey. These precisely describe the knowledge and conceptual understanding necessary. These form the DNA of the subject, the lens through which experts in specific disciplines view knowledge. They define learning and assessment</b></p>
<b>Assessment is timely and varied</b>	<p><b>Teachers and departments deploy a range of assessment strategies. From small feedback loop strategies in lessons through specifically designed and timed staging points to more formal high stakes testing</b></p>
<b>All assessment is purposeful</b>	<p><b>All assessment is decision driven and formative. Teachers and subject leaders are clear about the purpose of the assessment and when this information should be gathered. Learners are provided with accurate feedback that enables them to further develop expertise in the subject. Assessment information informs future teaching and curriculum planning. This could mean re-teaching topic areas and planning in further stage points to establish if gaps have been closed.</b></p>
<b>All assessment is equitable</b>	<p><b>All assessments are equitable. Similar students sit the test in the same conditions. Specific groups, for example SEND, have required access arrangements</b></p>
<b>Assessment is moderated to highlight areas for development and possible underperformance of sub groups</b>	<p><b>Assessments are frequently monitored to ensure the consistency of marking and QA the assessment. Departments may identify questions that whole cohorts, or specific groups, struggled to answer and act on this information.</b></p>



## Targeted Academic Support

COST ITEM	ANNUAL COST	Challenge(s)	Evidence to support this focus	Cost per pupil
EARLY INTEVENTION SALARY COSTS	£ 42,441.00	1,3	EEF	£ 68.45
PERIOD 6 TUITION	£ 20,000.00	1,8	The EEF, Lemov, and Rosenshine	£ 32.26
HALF TERM & EASTER	£ 10,000.00	1	The EEF, Lemov, and Rosenshine	£ 16.13
SENENCA Learning	£ 7,086.00	1	The EEF, Lemov, and Rosenshine	£ 11.43
Maths Subscriptions (Maths Box, Maths Watch, Mathletics, Just Maths)	£ 2,500.00	1	EEF	£ 4.03
BROMCOM (Assesment, Parental Engagement) 50%	£ 9,000.00	2,4	EEF	£ 14.52
NFER/GL EDUCATION MATHS & ENGLISH ASSESMENTS	£ 5,800.00	1,4	EEF	£ 9.35
	£ 96,827.00			£ 156.17



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## Wider Strategies

COST ITEM	ANNUAL COST	Challenge(s)	Evidence to support this focus	Cost per pupil
Careers guidance	£ 15,145.00	6,7	The EEF, the Sutton Trust, Rowland and Blandford	£ 24.43
LIBRARY RESOURCES	£ 3,500.00	3,5,6	The EEF, the Sutton Trust, Rowland and Blandford	£ 5.65
SALARIES CONNECTED TO ATTENDANCE SUPPORT	£ 49,208.00	2	The EEF, the Sutton Trust, Rowland and Blandford	£ 79.37
PASTORAL FAMILY SUPPORT SALARIES	£ 72,599.00	2,4	The EEF, the Sutton Trust, Rowland and Blandford	£ 117.10
SLT LEADERSHIP PASTORAL AND SAFEGUARDING	£ 138,000.00	1,2,4,5,	The EEF, the Sutton Trust, Rowland and Blandford	£ 222.58
PASTORAL/INTERVENTION TRACEY MC LAUGHLIN	£ 87,112.50	1,2,4,5,	The EEF, the Sutton Trust, Rowland and Blandford	£ 140.50
CLASS CHARTS	£ 4,963.00	1,2,4,5,	The EEF, the Sutton Trust, Rowland and Blandford	£ 8.00
CATERING PROVIDING FREE FOOD/DISCOUNTED FOOD	£ 5,000.00	2,5,8	The EEF, the Sutton Trust, Rowland and Blandford	£ 8.06
EDUCATION TRIPS PP SUBSIDY	£ 5,000.00	2,6,8	The EEF, the Sutton Trust, Rowland and Blandford	£ 8.06
SUBSIDY UNIFORM	£ 4,000.00	2,8	The EEF, the Sutton Trust, Rowland and Blandford	£ 6.45
PUPIL CURRICULUM EQUIPMENT	£ 4,000.00	1,2,7,8	The EEF, the Sutton Trust, Rowland and Blandford	£ 6.45



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COST ITEM	ANNUAL COST	Challenge(s)	Evidence to support this focus	Cost per pupil
SUBSIDY TRANSPORT TO SCHOOL (BUS PASSES FOR PUPILS)	£ 2,000.00	2,8	The EEF, the Sutton Trust, Rowland and Blandford	£ 3.23
EXTERNAL PROVIDERS	£ 3,000.00	6	The EEF, the Sutton Trust, Rowland and Blandford	£ 4.84
Toot Toot (Safeguarding Platform)	£ 500.00	5	The EEF, the Sutton Trust, Rowland and Blandford	£ 0.81
Envision Programme	£1,500	4,5,6,	The EEF, the Sutton Trust, Rowland and Blandford	£ 2.42
External Providers (Motivational Speakers/Assemblies etc)	£ 2,000.00	4,5,6,	The EEF, the Sutton Trust, Rowland and Blandford	£ 3.23
Carl ChiNn Brilliant Birmingham	£ 2,400.00	4,5,6,	The EEF, the Sutton Trust, Rowland and Blandford	£ 3.87
<b>£ 399,927.50</b>		<b>£ 645.04</b>		

## Impact of our strategy over the last three years:

	Attainment 8 Score				
	Disadvant age ABI	Non-Disadvant age ABI	ABI % Disadvant age	Disadvant age National	Non-Disadvant age National
2025	35.1	47.8	49%	34.9	50.3
2024	38.7	49.2	45%	34.6	50
2023	35.9	47.7	54%	35	50.3

**N.B. A8 scores have been used as no P8 scores were published in 2025**



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