

SAINT BEDE'S CATHOLIC HIGH SCHOOL
LYTHAM



Pupil Premium Strategy Statement 2026

Pupil premium strategy statement 2025/26 (Review 24/25)

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

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

School overview

Detail	Data
School name	Saint Bede's Catholic High School
Number of pupils in school	816
Proportion (%) of pupil premium eligible pupils	18.9%
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Mr P Marsden - Headteacher
Pupil premium lead	Mr J Joyce
Governor / Trustee lead	Mr R Coleman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,790
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	£187,790

Part A: Pupil premium strategy plan

Statement of intent

The key principles of our strategy are:

- *To promote an ethos of attainment for all*
- *To ensure that disadvantaged pupils experience high quality teaching*
- *To provide appropriate intervention, support, and resources for disadvantaged pupils to enable them to make progress at the same rate as their peers*
- *To ensure that disadvantaged pupils are able to access and participate in the full range of co-curricular and enrichment activities, as well as career opportunities, that their peers are able to access*

1. Promoting an Ethos of Attainment for All:

- ***High Expectations:*** *Setting high expectations for all pupils, including disadvantaged ones, to foster a culture of achievement.*
- ***Celebrating Success:*** *Recognizing and celebrating the achievements of disadvantaged pupils to motivate and inspire them.*

2. Ensuring High Quality Teaching for Disadvantaged Pupils:

- ***Professional Development:*** *Providing ongoing training and development for teachers to ensure they are equipped with the best strategies to support disadvantaged pupils.*
- ***Effective Teaching Practices:*** *Implementing evidence-based teaching practices that have been shown to be effective in raising attainment for disadvantaged pupils.*

3. Providing Appropriate Intervention, Support, and Resources:

- ***Targeted Interventions:*** *Identifying pupils who need additional support and providing targeted interventions to address their specific needs.*
- ***Resource Allocation:*** *Ensuring that resources are allocated effectively to support disadvantaged pupils, including access to learning materials and technology.*

4. Ensuring Access to Co-Curricular and Enrichment Activities, and Career Opportunities:

- ***Inclusive Participation:*** *Ensuring that disadvantaged pupils have the opportunity to participate in a wide range of co-curricular and enrichment activities, such as sports, arts, and clubs.*
- ***Career Guidance:*** *Providing career guidance and opportunities for disadvantaged pupils to explore different career paths and gain work experience.*
- ***Financial Support:*** *Offering financial support to cover the costs of activities and resources that disadvantaged pupils might otherwise be unable to afford.*
- *By focusing on these areas, the pupil premium strategy plan aims to create an inclusive and supportive environment where all pupils, regardless of their background, can thrive and achieve their full potential.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance: Our attendance data for last year in school indicates that attendance among FSM and FSM Ever 6 pupils has been 9.2% lower than for non FSM pupils, and 7.9% lower than the total average.</p> <p>45.2% of disadvantaged pupils have been 'persistently absent' compared to 14.9% of all pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Progress (Attainment due to data changes): The attainment of PP pupils was lower in in the previous year than their peers, with an attainment 8 score of 38.63 for DA pupils, compared to 50.32 of non-PP, with an 11.69 gap. No PP pupils achieved a 7-9 in both English and Maths, and the gap in attainment in Maths remains higher than that in English (8.0 for English and 14.8 for Maths).</p>
3	<p>Reading: Use of the Lucid Reading Test, assessments and work scrutiny focusing on KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This has a negative impact on their progress in all subjects.</p>
4	<p>Numeracy skills: The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem-solving tasks.</p>
5	<p>Co-curricular: Participation in extra-curricular activities is lower for PP students than for all pupils. This is due to financial restraints for funding the activity and equipment/clothing required.</p>

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
An improvement in levels of attendance across all Year groups for disadvantaged pupils.	Improve DA attendance to 93%, level of 'Persistent absence' reduced to 20%.
Improved progress of disadvantaged pupils.	To reduce Attainment 8 score between DA and non-DA pupils to below 10.0, and increase the number of pupils attaining 4+ in English and Maths.
Improved literacy skills	Reading ages for identified DA pupils in KS3 to have increased by at least 12 months (with the exception of pupils with significant learning difficulties) by the end of the 2025/2026 academic year.

Numeracy skills	DA pupils to improve their maths skills as seen in teacher diagnostic tests.
Improved engagement of DA pupils in extra-curricular and enrichment activities	Overall percentage of DA pupils taking part in at least one extra-curricular activity to match non-DA pupils.

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: £33,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a high-quality CPD curriculum	EEF - Effective professional development guidance report	1, 2, 3, 4, 5
Embedding strategies for the teaching of vocabulary and reading across the school	EEF secondary literacy guidance report	3
Development of T&L in school	Sutton Trust – What makes great teaching?	1, 2, 3, 4, 5
Use of SISRA Observe, and StepLab for QA by SLT and ML		2
Reading and spelling diagnostic assessments	EEF – diagnostic assessment	3

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

Budgeted cost: £60,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of HLTAs attached to English and Mathematics departments to provide intervention and support for individual and small groups of pupils to improve literacy and numeracy skills	EEF – One to One Tuition EEF – Small Group Tuition	2, 3, 4
MathsPad – to improve the inconsistency of teaching resources across the maths department.	EEF - Collaborative Learning	2
Ark Mastery – to improve the inconsistency of teaching resources across the science department.	EEF - Collaborative Learning	2
Freshstart – phonics reading program for pupils with reading ages below 9y	EEF - Catch Up Literacy	3

Sparx Reader – used with all pupils to encourage reading.		
Sparx Maths – individualised homework for maths with inbuilt consolidation of prior learning	EEF – Catch Up Numeracy	4
Maths & English intervention during registration to improve number of pupils achieving a good pass in English & maths GCSE	EEF - Extending the school day	2
Support for form tutors and senior leaders in delivering high-quality evidence-informed mentoring, with a menu of referral options to support pupils who are struggling	EEF - Mentoring	2

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £94,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of additional hours for school attendance worker to work with difficult to reach parents to improve the attendance of some DA pupils. New attendance lead to improve levels of absence. Including EBSA support.	EEF – Attendance Interventions	1
Intervention for specific pupils who require support with regulating their behaviour and emotions.	EEF – Behaviour Interventions	
Increasing engagement in extra-curricular clubs	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	5
A trained member of staff employed in school to be a regular face for pupils to turn to for careers advice. PP pupils given priority with interviews and regular checks on their progress to applying for further education at KS4.	EEF - Aspirations	5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff monitoring attendance and implementing new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Supplies of uniform and stationery supplies for disadvantaged pupils to ensure they can access learning		

Total budgeted cost: £187,790

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.

During 2024/2025 the attendance of DA pupils was closer to that of all pupils compared to previous years. DA attendance was 84.3%, down 1.9% on national, whilst the whole school average was 92.2%, up 0.9% on national. The main contributing factor holds to be the Year 9 cohort (Year 10 for 25/26), who sit 10.6% below national, with Year 10 and 11 sitting 2.2% and 4.7% above national respectively. This reflects increased whole school standards and communication with parents as part of streamlined attendance routines, supporting most pupils and creating a national beating attendance stat for 3 of the 5 year groups. However, the Year 9 cohort has a particular set of needs and barriers, which were unchanged by the more general improvements to the rest of school, namely school refusals on emotional and mental health grounds. As a result, more work has been done, and continues to be done in supporting these families with priority access to EBSA support and external support from the LCC Attendance team, alongside changes to the working systems of the attendance team, which should improve these figures for 25/26.

Due to data changes, the previous cohort can only be measured on attainment 8 and not Progress 8.

Attainment 8 for DA pupils was 38.63, up from the 34.73 of the previous year, and the 32.5 from across Lancashire and 34.9 across national. This is good progress, and a reflection of the work by all staff but particularly SLT leads in improvements to teaching and learning. DA pupils will remaining a focus of all T&L efforts through careful integration of DA strategies such as passports and communication to continue this progress.

There has been a whole school focus on routines to help our DA pupils have a safe and expected learning environment. Staff have received regular CPD on our school focus of No Child Left Behind (NCLB). DA pupils in year 11 received extra intervention during registration in English and maths to improve memory recall and confidence within the subject.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading	Sparx Reader
Literacy	Lucid Lass
Numeracy	Sparx Maths
Maths	MathsPad
Science	Ark Mastery

Document Control Table

Document Title:	Pupil premium strategy statement 2025/26 (Review 24/25)
Owner: (FGB/Cttee/HT)	Josh Joyce – AHT
Policy Lead:	Josh Joyce – AHT
Approved on:	01/12/25
Approved by:	Helen Pearson – SAHT
Version	V1
Review date:	December 2026

Note of revisions

Version	Date	Author	Note of revisions
V1	12/2025	J Joyce	Annual review