Pupil premium strategy statement – Salvatorian College

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	803
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025/26 – 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alan Bryant, Head of School
Pupil premium lead	Daniel Evans
Governor / Trustee lead	Patrick O'Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,320
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£207,320

Part A: Pupil premium strategy plan

Statement of intent

At Salvatorian College, our ultimate objective is that all pupils, regardless of background or circumstance, achieve strong academic outcomes, develop positive attitudes to learning, and leave school equipped with the skills, qualifications, and aspirations needed to succeed in further education, training, and employment. For our disadvantaged pupils, this means ensuring that social or economic disadvantage is not a barrier to high attainment, sustained progress, positive behaviour, strong attendance, or future opportunity.

Our Pupil Premium strategy is focused on closing gaps where they exist and preventing them from emerging, while continuing to support disadvantaged pupils who are already achieving well. We recognise that disadvantage often overlaps with wider vulnerability, and therefore our approach integrates academic, pastoral, behavioural, and aspirational support, with safeguarding and wellbeing as foundational priorities.

The strategy works towards these objectives by prioritising high-quality teaching as the single most important lever for improvement, supported by targeted academic interventions, structured pastoral support, and enrichment opportunities. Disadvantaged pupils are explicitly prioritised within whole-school teaching and learning strategies, departmental planning, performance management, and data review cycles. Teachers are expected to know their Pupil Premium pupils well, track their progress carefully, and adapt teaching, questioning, feedback, and homework to meet their needs.

Alongside this, the strategy addresses the key barriers identified for disadvantaged pupils at Salvatorian College, including weaker literacy and numeracy on entry, lower attendance and punctuality, behavioural challenges, limited access to suitable learning environments at home, and reduced aspirations. Targeted support in English and mathematics, guided study sessions, structured homework systems, literacy development, and behaviour and attendance interventions are used to ensure pupils can fully access the curriculum and make sustained progress from their starting points.

Our approach is underpinned by evidence-informed practice, particularly drawing on the Education Endowment Foundation, and by a strong culture of monitoring, evaluation, and accountability. The impact of the Pupil Premium strategy is reviewed regularly through progress data, attendance and behaviour analysis, work scrutiny, pupil voice, and governor oversight, allowing us to refine provision and respond swiftly where pupils are at risk of underachievement.

Ultimately, our Pupil Premium strategy reflects our belief that equity is achieved through high expectations, consistency, and care. By aligning high-quality teaching with targeted support and a strong pastoral framework, we aim to ensure that disadvantaged pupils at Salvatorian College thrive academically, develop positive habits for learning, and leave us ready to succeed in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy from some PP pupils, with limited models of language at home and often limited value placed on reading.
2	Excessive use of technology such as mobile phones, games and the internet
3	Low aspirations from some parents and pupils
4	The environment that the children experience at home is often not conducive for learning (e.g. lack of suitable study space)
5	Attendance and punctuality of PP pupils not as good as non-PP pupils

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 (2025/26)
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on core and EBacc subjects	By the end of 2025/26, disadvantaged pupils at KS4 will: • Continue to make progress broadly in line with, or above, non-disadvantaged pupils, sustaining a **Progress 8 gap no worse than −0.2** • Achieve an **Attainment 8 score broadly in line with the rest of the cohort**, building on the strong positive PP progress seen in recent years • Demonstrate improved outcomes in **English and Mathematics**, reflecting targeted intervention and Quality First Teaching • Show increased participation and success in academically demanding subjects, including EBacc pathways where appropriate
Improved attainment and progress among disadvantaged pupils at KS5, with a focus on vocational and applied pathways	By the end of 2025/26, disadvantaged pupils at KS5 will: • achieve outcomes in line with non-disadvantaged peers, as evidenced through published results, retention data and internal assessments. • Benefit from guided study, targeted academic support, and careers guidance that supports progression to further study, apprenticeships, or employment

Improved literacy and reading comprehension among disadvantaged pupils across KS3	By the end of 2025/26: • Reading and literacy assessments show **measurable improvement from starting points** for disadvantaged pupils • The gap in literacy and reading comprehension between disadvantaged pupils and their peers is **reduced from baseline** • English reviews, work scrutiny, and reading age data demonstrate improved access to the wider curriculum, including improved spelling, comprehension, and written accuracy
Improved homework completion, organisation, and self-regulation among disadvantaged pupils across all key stages	By the end of 2025/26: • A **reduction in the gap** between disadvantaged and non-disadvantaged pupils in homework sanctions (Xs) • Increased rates of timely homework completion evidenced through homework monitoring systems • Positive qualitative feedback from subject teachers, Homework Club, and pastoral staff indicating improved organisation, study habits, and independence
Sustained improvements in wellbeing, behaviour, and safeguarding for disadvantaged pupils	By the end of 2025/26: • Sustained positive wellbeing indicators evidenced through **student voice, parent surveys, and staff observations** • Safeguarding audits and reviews from the **DSL** show effective identification and support of vulnerable and disadvantaged learners • Pastoral reviews from **Heads of Year** demonstrate reduced escalation of concerns and improved engagement with support systems
Improved attendance and punctuality for disadvantaged pupils	By the end of 2025/26: • Overall pupil attendance remains strong, with **persistent absence reduced** among disadvantaged pupils • The **attendance gap between disadvantaged pupils and their peers continues to narrow**, moving towards parity • Attendance interventions and pastoral monitoring demonstrate sustained improvement over time, supported by termly data reviews

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing Assessment for Learning (AfL) and long-term memory strategies through ongoing teacher training, support, and release time (launched from September INSET)	Teaching strategies that develop long-term memory and metacognition are shown to be a cost-effective way to improve pupils' independence and attainment. There is particularly strong evidence of impact in English and Mathematics. EEF research highlights high impact for metacognition and feedback.	1 (Low literacy) 3 (Low aspirations through increased academic confidence) 4 (Supporting learning where home study conditions are weak)
Creating staff posts focused on pastoral needs (e.g. Pastoral Leader, Associate SLT) targeting disadvantaged pupils across KS3 and KS4/5, funded through R&R payments	Dedicated pastoral leadership supports improved behaviour, attendance, and social and emotional development through targeted interventions, assemblies, and staff CPD. Research evidence from CPD, behaviour interventions, and social/emotional learning supports this approach.	3 (Low aspirations) 5 (Attendance and punctuality) 4 (Home environment barriers impacting behaviour and engagement)
Ensuring nurture classes are smaller than average, with Teaching Assistants allocated, to allow for more impactful learning	Smaller class sizes and targeted TA support allow for greater individualisation and improved engagement. Nurture classes typically operate with groups of around 15 pupils. Research on class size reduction and effective deployment of TAs supports improved progress for vulnerable learners.	1 (Literacy support through targeted instruction) 4 (Learning environments not conducive to study) 5 (Improved engagement supports attendance)
Extended provision through the Learning Support Centre (LSC) for pupils who struggle with the mainstream school day, particularly during transition	Disadvantaged pupils are more likely to struggle with behaviour and self-regulation, particularly at transition points. The LSC provides a structured, supportive environment while maintaining curriculum entitlement. Research indicates this approach improves behaviour, homework completion, independence, and engagement.	4 (Home and personal circumstances affecting readiness to learn) 5 (Attendance and punctuality) 3 (Building confidence and aspiration)
Use of ALPs data analysis programme to support teachers in identifying attainment and progress gaps between disadvantaged and non-disadvantaged pupils	ALPs is a low-cost, high-utility tool that supports teachers and leaders in analysing outcomes and targeting interventions effectively. Middle Leaders and SLT use ALPs breakdowns to drive responsive support and curriculum adjustments.	1 (Identifying literacy and attainment gaps) 3 (Raising expectations and aspirations through clearer progress tracking)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and one-to-one tuition in English and Mathematics at KS3 and KS4	The EEF identifies small-group tuition as having a moderate impact on attainment, particularly when focused on pupils with identified gaps in English and Maths and delivered by trained staff. Targeted tuition supports disadvantaged pupils to close gaps in prior knowledge and skills. EEF Research – Small group tuition	1 (Low literacy) 4 (Home learning environment)
Guided Study sessions for disadvantaged pupils at KS4 and KS5	Structured, supervised study time provides disadvantaged pupils with access to a calm learning environment and academic support, particularly where home study space or routines are limited. Evidence shows that structured additional learning time supports attainment and independent study habits.	4 (Lack of suitable study space) 3 (Low aspirations)
Targeted literacy and reading interventions at KS3	Research evidence highlights that targeted literacy interventions improve reading comprehension and pupils' ability to access the wider curriculum, with positive effects on attainment across subjects. Early intervention is particularly effective for disadvantaged pupils.	1 (Low literacy) 3 (Improved confidence and engagement)
Targeted academic support for higher prior attainment disadvantaged pupils at KS4 and KS5	Evidence shows that disadvantaged high-attaining pupils are at risk of underachievement without targeted stretch and academic mentoring. Structured support and dedicated study sessions help sustain high progress and ambition.	3 (Low aspirations) 4 (Limited academic support at home)
Subject-specific small-group intervention in foundation subjects at KS3 and KS4	The EEF highlights that subject-specific small-group interventions, when closely aligned to classroom teaching, support improved knowledge retention and curriculum access for disadvantaged pupils.	1 (Literacy barriers to access) 4 (Home learning environment)
Provision of additional academic resources for disadvantaged pupils at KS4 and KS5 (e.g. revision guides, flashcards, online platforms such as MathsWatch and SnapRevise)	Targeted academic resources support independent learning and exam preparation, particularly where home support is limited. Online platforms allow for personalised, self-paced learning and targeted revision, supporting improved outcomes at KS4 and KS5.	4 (Home learning environment) 5 (Improved engagement supports attendance)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted behaviour support and intervention for disadvantaged pupils, including specialist behaviour leadership and pastoral programmes	The EEF identifies behaviour interventions and social and emotional learning as having a moderate positive impact on both behaviour and academic outcomes. Targeted behaviour support reduces disruption, exclusions and disengagement, enabling pupils to access learning more consistently. This approach mirrors published practice in comparable schools.	5 (Attendance and punctuality) 4 (Home environment impacting behaviour)
Dedicated pastoral leadership and structured Heads of Year monitoring for disadvantaged pupils	Strong pastoral systems enable early identification of barriers to learning, improved safeguarding responses and closer monitoring of attendance, behaviour and wellbeing.	3 (Low aspirations) 5 (Attendance and punctuality)
Attendance tracking, early intervention and parental engagement for disadvantaged pupils	Research consistently shows that disadvantaged pupils are more likely to experience poor attendance. Regular monitoring, early intervention and sustained parental engagement are effective strategies in reducing persistent absence and improving overall attendance, which is strongly linked to improved attainment.	5 (Attendance and punctuality)
Targeted mentoring for disadvantaged pupils (including one-to-one or small-group mentoring)	Mentoring supports disadvantaged pupils by improving confidence, motivation and engagement with school. Evidence cited in published strategies shows mentoring to be particularly effective in raising aspirations and supporting pupils who lack academic or emotional support outside school.	3 (Low aspirations) 4 (Limited support at home)
Financial support to remove barriers to participation in enrichment, trips, clubs and music tuition	EEF evidence on arts, sports and enrichment participation shows benefits for pupils' confidence, wellbeing and engagement. Removing financial barriers ensures disadvantaged pupils can access the full breadth of school life, supporting aspiration, belonging and sustained engagement.	3 (Low aspirations) 4 (Home environment limiting access to opportunities)
Review and targeted use of rewards and recognition systems to improve motivation and engagement	Research on motivation and self-esteem indicates that recognition and praise have a positive impact on engagement, particularly for pupils from disadvantaged backgrounds. Published strategies highlight the importance of	3 (Low aspirations) 5 (Engagement and attendance)

	aligning rewards to pupil needs to improve behaviour and attendance.	
Structured and appropriate use of technology to support engagement and learning beyond the classroom	Evidence suggests that when technology use is structured and purposeful, it can support engagement and continuity of learning. This approach also addresses risks associated with unstructured technology use by promoting productive and curriculum-aligned learning habits.	2 (Excessive technology use) 4 (Home learning environment)

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and progress

In 2024/25, disadvantaged pupils at Salvatorian Roman Catholic College achieved secure outcomes overall and demonstrated strong progress from their starting points, particularly in core subjects.

At Key Stage 4, disadvantaged pupils achieved an Attainment 8 score of 47.3, which is above national averages for disadvantaged pupils and reflects a cohort that has experienced significant disruption earlier in their schooling. While attainment remains below that of non-disadvantaged pupils locally and nationally at some threshold measures, the school's internal progress data shows that many disadvantaged pupils made good or better progress across a wide range of subjects.

The proportion of disadvantaged pupils achieving grade 5+ in English and mathematics (47.2%) and grade 4+ (61.1%) demonstrates that a substantial majority leave school with secure qualifications in the core subjects, supporting progression to further education, training or employment. Progress is strongest where pupils have engaged consistently with high-quality teaching and targeted academic support, particularly in English and mathematics.

Disadvantaged pupils' EBacc entry rate (47.2%) is broadly in line with national non-disadvantaged figures, reflecting the school's ambition to ensure appropriate curriculum access. While EBacc attainment remains an area for further development, internal subject-level analysis shows improving curriculum security and outcomes over time.

As 2024/25 marks the first year of re-established Key Stage 5 provision, there are no published KS5 examination outcomes for disadvantaged pupils at this stage.

However, internal assessment data, retention figures and attendance information indicate that disadvantaged students in the Sixth Form are engaging well with their courses and making secure progress from their starting points. Disadvantaged students are well represented across vocational and applied pathways and are benefiting from guided study, targeted academic support and close pastoral monitoring.

Early indicators, including course completion, attendance and internal assessment outcomes, suggest that disadvantaged students are on track to achieve secure outcomes in the first examination cycle, with no significant attainment or engagement gaps emerging to date.

This evidence will be reviewed alongside published outcomes following the first KS5 examination results.

Attendance, behaviour and wellbeing

Attendance for disadvantaged pupils remains a relative strength. Disadvantaged pupils attend above national averages, and the attendance gap between disadvantaged pupils and their peers is smaller than seen nationally.

Behaviour data indicates that disadvantaged pupils are over-represented in sanctions, particularly for low-level and persistent disruption. While overall suspension rates remain below national averages, behaviour and self-regulation continue to limit progress for a minority of pupils.

Wellbeing and safeguarding information from pastoral reviews, student voice and safeguarding audits shows that disadvantaged pupils benefit from strong pastoral systems and early identification of need, though increasing social and emotional complexity continues to impact engagement for some pupils.

Evaluation of strategy impact

The school is on track to meet many of the intended outcomes, with clear evidence of progress in attendance, engagement and core subject attainment. Further improvement is required to close remaining gaps at higher attainment thresholds.

Effective aspects of the strategy include:

- consistent quality of teaching supporting progress across subjects,
- targeted academic support improving outcomes where engagement is high,
- strong attendance monitoring and intervention,
- effective pastoral and safeguarding systems.

Areas requiring further refinement include:

- closing gaps at higher attainment thresholds, particularly grade 5+ and EBacc outcomes,

- reducing behaviour-related barriers to learning,
- ensuring higher prior attaining disadvantaged pupils are sufficiently challenged.

Overall, the previous strategy was effective in improving progress, attendance and engagement for disadvantaged pupils, though further work is required to close attainment gaps at the highest thresholds. The current strategy builds on this by strengthening targeted academic support, behaviour intervention and support for higher-attaining disadvantaged pupils.