



Pupil Premium Strategy Statement

Originator: Alexandra Emmerson

Date: October 2025

Review date: September 2026

This statement details our school's use of pupil premium (and recovery 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	Catmose College
Number of pupils in school	1148
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Academic Year 2025/26 3 Year Plan 2025/27
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Stuart Williams, Principal
Pupil premium lead	Alexandra Emmerson, Vice Principal
Governor/Trustee lead	Alex Mould

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,090
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	£232,090

Part A: Pupil Premium Strategy Plan

Statement of Intent

Catmose College is committed to providing the very best provision and support for all its students – irrespective of their background or the challenges they face – in order for them to make good progress and achieve high attainment across the curriculum.

We are also committed to providing provision and support for our disadvantaged students which is evidence-informed and proven to have an impact where it has been implemented previously. The College's continued drive of ensuring researched-based strategies inform our Pupil Premium provision is based on a core moral purpose that also ensures these students receive a well-rounded education and support towards an aspirational future.

High-quality teaching is at the heart of our approach; this is proven to have the greatest impact on closing the disadvantage attainment gap. Our strategy is also integral to wider school plans for education recovery.

Challenges

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

Challenge number	Detail of challenge
1	Mitigate the impact of the pandemic on disadvantaged students due to lost learning opportunities both academically and socially. "If we wanted to design a curriculum and mode of delivery that would disadvantage the disadvantage, then distance learning would be it." (Dan Nicholls, Director of Education, Cabot Learning Federation). 'Projections suggest that school closures will widen the attainment gap between the disadvantaged students and their peers, reversing the gains made in closing the gap since 2011, and widening the gap by as much as 36%' EEF (Education Endowment Foundation).
2	Assessments, observations and discussion with KS3 students indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This has an impact on progress in all subjects. On entry to Year 7 (2025) 50% of our PP students arrived below age-related expectations.
3	Disadvantaged student cohort growing – 'Disadvantaged First strategy'
4	Attendance and persistent rates for disadvantaged students is positive at the College, however, as outlined by the EEF, there is a risk that high levels of absence following the challenges schools continue to face following Covid-19 remains a particular risk for disadvantaged pupils. Therefore, we will still need to be vigilant and maintain this as important area of focus.
5	Aspirations for future education/careers.
6	Socio-economic disadvantage, i.e. poverty leading to low accessibility to transport, equipment, clubs, extracurricular trips and visits linking to cultural capital.

7	Our assessments, observations and discussions with students and families have identified social and emotional issues, such as anxiety, depression and low self-esteem. Wider safeguarding issues have also been identified for some students. Increase in College referrals for the Schools Support Partnership, social care referrals, Early Help, counselling and mental health support have increased.
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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 raise attainment and progress among pupil premium students across the curriculum at the end of KS4.	Close the progress and attainment of PP students, A8 to be equal to or above 48 for PP students. A8 will consistently be above national average. Males within the open basket to close the gap with female PP students and have A8 target of equal to or above 48. Disadvantaged students to meet or exceed Attainment 8 minimum target. Percentage of pupil premium students achieving 4+/5+ is above like-for-like students nationally.
To improve reading comprehension among pupil premium students in KS3.	Accelerated Reader tests demonstrate improved reading age for PP students, to move towards chronological age. Assessments demonstrate improved comprehension. Impact on positive progress for PP students within all curriculum areas.
To mitigate the pandemic impact on our disadvantaged students.	Catmose Challenge continued for Year 7 students to ensure wider curricular opportunities and cultural capital are accessible. Lesson observations show QFT evidence of strategies being implemented to ensure progress of PP students. PP students are a focus of Intervention meetings for both SLT, team leaders and teachers within team areas – known as 'Disadvantaged First'. Termly pastoral meetings quickly identify emerging barriers for PP students and strategies to mitigate this, including access to outside agencies and support.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of PP students is above the national average.
Holistic "Whole pupil approach" to assessment and intervention.	Create PP Individual Intervention bespoke support for identified PP students from assessment points.

	Intervention support enables a holistic view of PP students which identifies barriers to learning, and intervention subsequently has a positive impact on student progress. Key worker may be allocated. Student/family barriers recorded within meetings and pastoral support implemented where appropriate. Increased PP parental attendance at Progress Evenings.
Raising aspirations through impartial careers education, advice and work-related learning.	PP students are at greater risk of becoming NEET, so will receive unbiased careers advice, support and guidance to ensure positive destination data is maintained at 100%. Year 9 PP students will attend university experience days. All PP students will receive two employer interactions in each age group as part of the career's curriculum. All Year 9 PP students will receive one-to-one meetings with a senior leader to ensure options reflect appropriate pathways and raise aspirations. All Year 11 PP students will receive one-to-one meetings to discuss post-16 aspirations and support completing applications where needed.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Qualitative data from student voice, student and parent surveys. Access to additional support from external agencies. An increase in participation in enrichment activities, particularly amongst disadvantaged 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: £103,153.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching (QFT) and continued professional development (CPD) linked to Rosenshine principles to embed deliberate strategies to stretch all PP pupils, e.g., targeted questioning, clear feedback both verbal and written, spiral curriculum. Lesson observations will also focus on this through the quality assurance process.	Education Endowment Foundation (EEF) Collaborative Learning + 5 months Feedback + 8 months Mastery Learning + 5 months	1,2,3
Teacher allocation to work with small groups of intervention students in KS4 who require additional support to meet target grades.	Sutton Trust research indicates that pupils taught in small groups make an average of four additional months' progress when compared to larger groups of whole class teaching.	1,2,3
Retention and embedding of Most Able curriculum leads to monitoring and accelerating the progress of high ability and pupil premium students. They will take an active role in seeking enrichment opportunities.	EEF targeted academic support and QFT identified as effective in ensuring progress of PP students.	1,2,3
Initial Teacher Training (ITT) and Early Careers Teacher (ECT) CPD to ensure QFT in all classrooms.	EEF recognises professional development is key to ensuring an effective teacher is in front of every class.	1,2,
CPD Focus Equality, Diversity and Inclusion (EDI)	EEF Social and Emotional Learning +4 months	1,2,3,4,5,6

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

Budgeted cost: £78,723.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Assistant Principal to act as an advocate for PP students by overseeing and co-ordinating a range of intervention activities alongside SLT, team leaders and teachers within the College. PP students are rigorously tracked, monitored and mentored. Individual intervention meetings.	EEF targeted academic support and QFT identified as effective in ensuring progress of PP students	1,2,3,4, 5, 6,7
Adapted curriculum provision within Key Stage 4 for identified students, small class size, study support	EEF reducing class size +3 months	1,2,3
Literacy support – Accelerated Reader programme to promote the literacy of all PP students	EEF research suggests, on average, reading comprehension approaches improve learning by an additional 6 months over the course of a school year.	1,2,3
Online Intervention Packages Maths Watch Mathletics KS3 Science – KS3 Seneca Learning, KS4 Kerboodle Sport – Everlearner SEND – Wordshark, TTRS	EEF Prep (Homework) +5 months EEF Digital technology +4 months EEF Individualised Instruction +3 months	1,2,5
Extended College day and prep club accessible for all students from 8am to 5pm to allow use of resources and access support within College. Enrichment opportunities provided through clubs.	EEF Extended school time +2 months EEF Prep (Homework) +5 months	1,2,3,6
Intervention sessions are implemented before and after College and within Electives to ensure students have opportunities to revise and embed key knowledge outside of the classroom.	A proportion of disadvantaged students simply do not have the environment to work outside of College. EEF targeted academic support and QFT identified as effective in ensuring progress of PP students	1,2,3
Peer tutoring linked to reading for KS3 students.	EEF cross age tutoring has a positive effect on progress +5months	1,2,3
Peer and Adult 1:1 mentoring programme	EEF Social and Emotional Learning +4 months	1,2,3,4,5,6
EAL one to one and small group tutoring	Small group tuition +4 months EEF one-to-one +5 months	1,2,3

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

Budgeted cost: £50,212.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student wellbeing is monitored by Client Services (CS) team with a focus on PP students. Support to be provided from internal pathways and external providers as appropriate. Clear systems in place to access support, including relate counselling, NHS Mental Health support, Educational Inclusion Partnership.	Students will attend College when they feel supported and positive. Increased attendance leads to increased progress. Wellbeing is fundamental to these students being in College with a positive mindset.	3,5,6,7
Vice Principal and CS Adviser to monitor and track attendance. Personalised support to be provided for each PA student eligible for PP.	We cannot improve attainment for pupils if they are not attending College. National Foundation for Educational Research (NFER) briefing for school leaders identifies addressing attendance as a key step.	3,4,5,6,7
Enrichment and subject specific excursions that pupil premium students may not be able to access are subsidised. All PP students to attend at least one trip a year.	All excursions at Catmose College are linked to educational value and the holistic experience.	1,2,4,5,6
Catmose Challenge to ensure cultural capital for all PP students to be embedded this academic year for Year 7.	Adopting a tiered approach is recognised as good practice by EEF, wider strategies are recognised as having a significant impact for PP students.	6,7
Identified PP students to receive bespoke careers advice and opportunities.	EEF recognises 1:1 tuition/support and feedback as having a positive impact.	5

Total budgeted cost: £232,090

Part B: Review of outcomes in the previous academic year

Review of Outcomes

Teaching

Budgeted cost: £114,049.62

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
QFT CPD linked to Rosenshine to embed deliberate strategies to stretch all PP pupils, e.g., targeted questioning, clear feedback both verbal and written, spiral curriculum. Lesson observations will also focus on this through the QA process.	EEF Collaborative Learning + 5 months Feedback + 8 months Mastery Learning + 5 months	1,2,3	PP P8 0.175 FSM P8 -0.06 Males -0.081 Females -0.036 FSM En+Ma 4+ 65.5% FSM En+Ma 5+ 34.5%
Recruitment and retention of three teachers to work with a small group of intervention students in KS3/4 who require additional support to meet target grades in English, maths and science.	Sutton Trust research indicates that pupils taught in small groups make an average of four additional months' progress when compared to larger groups of whole class teaching.	1,2,3	Use of internal teachers to deliver small group intervention work and tutoring. 92% of Y11 students accessed 1:1 tutoring or small group tutoring in specific subjects bespoke to them. Across all subjects, students A8 increased by 0.61.
Retention and embedding of Most Able curriculum leads to monitor and accelerate the progress of high ability and pupil premium students. They will	EEF targeted academic support and QFT identified as effective in ensuring progress of PP students.	1,2,3	P8 0.89 More Able curriculum lead

take an active role in seeking enrichment opportunities.			maintained and further intervention opportunities given. Enrichment opportunities embedded.
ITT and ECT CPD to ensure QFT in all classrooms.	EEF recognises professional development is key to ensuring an effective teacher is in front of every class.	1,2,	All ITT and ECT successfully passed their stage of courses.
CPD Focus EDI	EEF Social and Emotional Learning +4 months	1,2,3,4,5,6	All teachers completed further training – SEND inclusion

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

Budgeted cost: £87,052.24

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Senior Assistant Principal to act as an advocate for PP students by overseeing and co-ordinating a range of intervention activities alongside SLT, team leaders and teachers within the College. PP students are rigorously tracked, monitored and mentored. Individual intervention meetings.	EEF targeted academic support and QFT identified as effective in ensuring progress of PP students	1,2,3,4, 5, 6,7	Y11 PP P8 0.18 A8 4.29 En+Ma 4+ 68.9% En+Ma 5+ 42.2% PP EBAC entered 44.49%
1:1 Tutoring/small groups 1:1 tutoring within curriculum time where possible.	Small group tuition +4 months EEF one-to-one +5 months	1,2,3	92% of Y11 students accessed 1:1 tutoring or small group tutoring in specific subjects bespoke to them. Across all subjects,

			students A8 increased by 0.61.
Adapted curriculum provision within KS4 for identified students, small class size, study support	EEF reducing class size +3 months	1,2,3	Positive increase in outcomes in the final exams compared to mocks.
Literacy support – Accelerated Reader programme to promote the literacy of all PP students	EEF research suggests, on average, reading comprehension approaches improve learning by an additional 6 months over the course of a school year.	1,2,3	Average increase Y7 PP 9.8 months Average increase Y8 PP 8.7 months
Online Intervention Packages Maths Watch Mathletics KS3 Science – KS3 Seneca Learning, KS4 Kerboodle Sport – Everlearner SEND – Wordshark, TTRS	EEF Prep (Homework) +5 months EEF Digital technology +4 months EEF Individualised Instruction +3 months	1,2,5	Y7 end of year residual Eng 0.51 Maths -0.33 Science 0.37 Y8 end of year residual Eng 0.00 Maths -0.55 Science 0.16 Y9 end of year residual Eng -0.12 Maths -0.12 Science 0.27
Extended College day and prep club accessible for all students from 8am to 5pm to allow use of resources and access support within College. Enrichment opportunities provided through clubs.	EEF Extended school time +2 months EEF Prep (Homework) +5 months	1,2,3,6	All students were provided this opportunity throughout the whole of the academic year.
Intervention sessions are implemented before and after College and within Electives to ensure students have opportunities to revise and embed key knowledge outside of the classroom.	A proportion of disadvantaged students simply do not have the environment to work outside of College. EEF targeted academic support and QFT identified as effective in ensuring progress of PP students	1,2,3	Identified students accessed intervention and followed up if non-attendance.

Peer tutoring linked to reading for KS3 students.	EEF cross age tutoring has a positive effect on progress +5months	1,2,3	Target groups identified through AR and lead by TA and teachers using different reading programmes. Harington students also used as reading volunteers.
Peer and Adult 1:1 mentoring programme	EEF Social and Emotional Learning +4 months	1,2,3,4,5,6	86 students accessed internal and external mentoring with RELATE, CASY, MHST, Teen Health and well-being practitioner.
English as an Additional Language (EAL) one to one and small group tutoring	Small group tuition +4 months EEF one-to-one +5 months	1,2,3	7 students had tutoring. All EAL students were closely monitored making on average P8 0.45 progress.

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

Budgeted cost: £55,544.71

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Student wellbeing is monitored by Client Services (CS) team with a focus on PP students. Support to be provided from internal pathways and external providers as appropriate. Clear systems in place to access support, including relate counselling, NHS Mental Health support, Educational Inclusion Partnership.	Students will attend College when they feel supported and positive. Increased attendance leads to increased progress. Wellbeing is fundamental to these students being in College with a positive mindset.	3,5,6,7	86 students had mentors. The PA cohort has reduced in size. 28 persistence absence students 61% were on an upward trajectory.

Vice Principal and CS Adviser to monitor and track attendance. Personalised support to be provided for each persistence absence (PA) student eligible for PP.	We cannot improve attainment for pupils if they are not attending College. NFER briefing for school leaders identifies addressing attendance as a key step.	3,4,5,6,7	PP overall attendance 94.68%
Enrichment and subject specific excursions that pupil premium students may not be able to access are subsidised. All PP students to attend at least one trip a year.	All excursions at Catmose College are linked to educational value and the holistic experience.	1,2,4,5,6	100% PP attended an academic enrichment activity. 78% PP attended a school trip. 76.5% Free School meals attended a school trip.
Catmose Challenge to ensure cultural capital for all PP students to be embedded this academic year for Year 7.	Adopting a tiered approach is recognised as good practice by EEF, wider strategies are recognised as having a significant impact for PP students.	6,7	100% of Y7 PP students achieved bronze Catmose Challenge with 34% achieving silver.
Identified PP students to receive bespoke careers advice and opportunities.	EEF recognises 1:1 tuition/support and feedback as having a positive impact.	5	100% of students received individual support. All students left with a Post 16 plan.

Total budgeted cost: £256,480.14