PUPIL PREMIUM STRATEGY STATEMENT

Originator: Alexandra Emmerson
Date: October 2026
Review date: September 2027

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 2026/27 3 Year Plan 2025/2028
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
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	£191,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£191,040

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	Attendance and persistent rates for disadvantaged students is positive at the College, however, as outlined by the EEF, there is a risk that students could have high levels of absence. This is a priority across the College and we will need to continue to be vigilant and maintain this as important area of focus.
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	The disadvantaged student cohort is changing due to the Government reviewing FSM and introducing targeted and expanded – 'Disadvantaged First strategy'. Socio-economic disadvantage, for example, can be poverty leading to low accessibility to transport, equipment, clubs linking to cultural capital.
4	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 along with an increase in College referrals for social care, Early Help, counselling and mental health.
5	Aspirations for future education/careers.

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 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.
To ensure that previously looked-after children are individually known, their educational needs are identified and appropriate support is put in place and reviewed.	• The Designated Teacher maintains oversight of the attainment, progress, attendance, engagement and wellbeing of PLAC students. • Students and parents/carers have an opportunity to contribute to identifying educational needs and appropriate support. • Needs-led academic, pastoral, SEND, attendance, transition, careers or enrichment support is provided where appropriate and its impact reviewed. • Advice is sought from the Virtual School or other professionals where this would support the student's education.

Activity in this Academic Year

This details how we intend to spend our Pupil Premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £84,895.58

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 monitor and accelerate 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 on 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: £64,799.80

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

The Designated Teacher for previously looked-after children will maintain oversight of PLAC students and work with teachers, the Pupil Premium lead and pastoral staff to identify educational barriers. Where an academic barrier is identified, support may include targeted intervention, revision resources, literacy or numeracy support, supervised study, mentoring or adapted provision, according to individual need.	A needs-led approach ensures that Pupil Premium Plus supports the specific educational needs of PLAC students. Targeted academic support, alongside high-quality teaching, is used where assessment identifies a barrier to attainment or progress.	1,2,3,6

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

Budgeted cost: £41,331.32

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 Advisor to monitor and track attendance. Personalised support to be provided for each persistent absence 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

PLAC students will be supported by their form tutor. If there are concerns, parents/carers will be invited into the College to discuss. Needs-led support may include key worker or mentoring support, ELSA, nurture provision, Teen Health, counselling, attendance support, SEND intervention, transition support, careers guidance, and support to access enrichment where this addresses an identified barrier. The Designated teacher will liaise with academic, SEND and pastoral teams where appropriate to ensure PLAC students are supported.	National guidance recognises that previously looked-after children may require support for educational progress, attendance, wellbeing, relationships and transition. Provision is therefore personalised rather than offered as a fixed package.	1,3,4,5,6

SERVICE PUPIL PREMIUM FUNDING

School Overview

Detail	Data
School name	Catmose College
Number of pupils in school	1148
Proportion (%) of service pupil premium eligible pupils	10%
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Stuart Williams, Principal
Pupil premium lead	Alexandra Emmerson, Vice Principal
Governor/Trustee lead	Alex Mould

Funding Overview

Detail	Amount
Service Pupil Premium funding allocation this academic year	£44,280
Service Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£44,280

How our Service Children Pupil Premium allocation was spent last academic year
Service Children Pupil Premium is used to supplement a member of pastoral staff known as the service children liaison officer. This position involves working pastorally with service pupils, including: • Building strong relationships with pupils across all year groups • Being the main point of contact for service families on a daily basis and at other College events • Building strong links with the local barracks through meetings and liaison with the welfare officer • Attending the Service Children in State Schools (SCISS) Conference • Representing the College at barracks and community events • Hosting the service children club and activities

In addition, all service children's academic achievement is tracked individually through the Intervention Team with swift support actioned when needed. These provisions are a vital part of ensuring that service children settle in quickly and continue with their learning when their education may be disrupted due to transferring schools. Having members of staff who have been in the same situation also means they are able to empathise with families, offering further emotional support.

Total budgeted cost: £191,040 plus £44,280 = £235,320

Where there is a shortfall in total budget spend, the College will use the main school budget to cover the balance.

Part B: Review of outcomes in the previous academic year

Review of Outcomes

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £103,153.80

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
• 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	• Average Attainment 8 has decreased marginally from 42.89 to 42.12 • Average Attainment 8 grade has decreased marginally from 4.21 to 4.29. • Grade 5+ in English decreased from 55.6% to 51.1%. • Grade 4+ in English increased from 68.9% to 72.3%. • Grade 5+ in Maths remained the same at 55.6%. • Grade 4+ Maths decreased from 73.3% to 57.4%. • Grade 5+ English and Maths decreased from 42.2% to 36.2%. • Grade 4+ English and Maths decreased from 68.9% to 55.3%. These are substantial drops and contrast sharply with the improvements seen in English. This points towards a disadvantaged underperformance issues in maths which could be attributed to attendance, engagement and staffing factors effecting mathematics disproportionately. This will remain a focus area for 2026/2027.
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	1,2,3	Use of internal teachers to deliver small group intervention work and tutoring.

	months' progress when compared to larger groups of whole class teaching.		100% of Y11 students accessed small group intervention work and tutoring.
Retention and embedding of Most Able curriculum leads to monitor and accelerate 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	More Able cohort; total A8 66.53 and A8 grade 6.65 with the More Able PP cohort total A8 67.71 A8 grade 6.77. Further intervention opportunities given in developing a Term 4 and Term 5 programme. Change in more able curriculum leads also lead to increased capacity for mentoring.
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,	All ITT and ECT successfully passed their stage of courses.
CPD focus on Equality, Diversity and Inclusion (EDI)	EEF Social and Emotional Learning +4 months	1,2,3,4,5,6	All teachers completed further training – with inclusion as a whole College focus.

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	Impact
• Senior Assistant Principal to act as an advocate for PP students by overseeing and coordinating 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 Total A8 42.23 A8 grade 4.21 PP EBAC entered 51.1% which is an increase on the previous year from 44.4%
Adapted curriculum provision within Key Stage 4 for identified students, small class size, study support	EEF reducing class size +3 months	1,2,3	Bespoke small group and 1:1 sessions in vocational courses improved student outcomes by +0.77.
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 9.3 months Average increase Y8 PP 6.7 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 -0.18 Maths -0.38 Science 0.22 Y8 end of year residual Eng -0.02 Maths -0.19 Science 0.23 Y9 end of year residual Eng -0.06

			Maths -0.26 Science 0.03
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 with 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 Accelerated Reader, led by teaching assistants and teachers using a different intervention programme called Reading Wise. 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	220 students accessed internal (College staff and peer mentoring including ELSA) and external mentoring (CASY, Teen Health, wellbeing practitioner). This has risen by 156% since the previous year. 27.3% of students were PP.
EAL one to one and small group tutoring	Small group tuition +4 months EEF one-to-one +5 months	1,2,3	9 students had tutoring. All EAL students were closely monitored. Key stage 3 students A8 33.27 making an average progress of +5.6. Key stage 4 students P8 0.375.

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

Budgeted cost: £50,212.45

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	The attendance gap between PP and the whole cohort is marginal with PP 92.7% compared to 94.6% for the whole cohort. DfE have not yet published 2025/26 figures for PP attendance but expect the PP attendance in College to be above national figures. 74.4% of students with an allocated social worker are PP. 66.6% of students with an Early Help Referral are PP.
Vice Principal and CS Advisor to monitor and track attendance. Personalised support to be provided for each persistent absence 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	PP overall attendance 92.7%.
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	100% PP attended an academic enrichment activity. 75% PP attended a school trip. 74% of FSM 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 15% achieving silver and 3% achieving gold.

Identified PP students to receive bespoke careers advice and opportunities.	EEF recognises 1:1 tuition/support and feedback as having a positive impact.	5	All students were offered meetings with our career's advisor. Two PP with medical needs declined as they were accessing RCC careers support.

Total budgeted cost: £232,090

SERVICE PUPIL PREMIUM

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These provisions are a vital part of ensuring that service children settle in quickly and continue with their learning when their education may be disrupted due to transferring schools. Having members of staff who have been in the same situation also means they are able to empathise with families, offering further emotional support.

The impact of that spending on Service Pupil Premium eligible pupils

- We have observed that these provisions have helped service children to settle quickly and continue learning, minimising disruption effects from school transfers.
- Academic progress was also monitored:
    - Y11 P8 +0.38
    - Y10 P8 +0.13
    - Y9 A8 47.20 which is 4.24 above target.
    - Y8 A8 39.90 which is 5.11 above target.
    - Y7 A8 19.27 which is 3.53 above target.
- Attendance: 93.58%