

Pupil premium strategy statement St. Peter's RC High School Manchester

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	1015
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	3 Year
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	S Gabriel (Headteacher)
Pupil premium lead	D Sharp (Deputy Headteacher)
Governor / Trustee lead	C Fitzwilliam-Pipe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£569,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£569,155

Part A: Pupil premium strategy plan

Statement of intent

St Peter's RC High School is a vibrant and inclusive Catholic community serving an area of significantly high deprivation in inner-city Manchester. Over half of our pupils are disadvantaged (FSM6 2025: 51.5%), and many live in the most deprived 5–10% of neighbourhoods nationally. Despite this context, our disadvantaged pupils achieve strongly. The data shows that disadvantaged attainment and progress are consistently close to or above national figures, and outcomes for disadvantaged pupils have remained strong over time. Attendance for disadvantaged and SEND pupils remains above national averages, and suspension rates for disadvantaged pupils are significantly below national.

Our intention is to sustain and deepen this success by ensuring that every disadvantaged pupil experiences an exceptional quality of education, achieves ambitious academic outcomes, and develops the knowledge, skills, and personal attributes needed to thrive in the next stage of education, employment, or training. Our Catholic mission and value of Achievement, Responsibility, Love and Diversity—underpins our approach, ensuring that we champion each pupil and remove barriers that limit their potential.

We recognise that high-quality teaching has the greatest impact on disadvantaged pupils. Therefore, our strategy prioritises investment in professional development, instructional coaching, evidence-informed pedagogy, curriculum refinement, and early career development. This includes leveraging our role as a DfE-registered ITT provider and our strong partnerships with Manchester University, MMU, and Teach Manchester to secure a highly skilled teaching workforce.

Our Pupil Premium strategy is rooted in a detailed understanding of our context and informed by the five key principles outlined by the Education Endowment Foundation (EEF):

1. Diagnose our pupils' needs using high-quality assessment, pastoral intelligence, reading diagnostics, and robust QA systems.
2. Use strong evidence to select high-impact approaches that address those needs.
3. Implement a graduated model of support; High-quality teaching, targeted academic support and wider strategies (attendance, behaviour, wellbeing, enrichment)
4. Monitor progress and implementation fidelity through learning walks, assessment reviews, attendance tracking, and behaviour analysis and triangulation of the data.

5. Evaluate and review impact rigorously and adapt where needed.

Our key long-term aims for disadvantaged pupils are to:

- Continue to close attainment and progress gaps so that disadvantaged outcomes remain at or above national benchmarks.
- Ensure all disadvantaged pupils access a broad, ambitious and culturally rich curriculum that builds powerful knowledge.
- Strengthen literacy and vocabulary development, particularly for lower prior attainers and EAL pupils, through structured reading strategies and disciplinary literacy.
- Maintain disadvantaged attendance above national and reduce persistent absence for key groups.
- Provide targeted academic intervention through tutoring, mentoring, and structured small-group programmes to address specific learning gaps.
- Deliver high-quality pastoral, SEMH, and inclusion support so that pupils feel safe, supported, and able to engage fully in school life.
- Improve cultural capital and raise aspirations through careers guidance, enrichment, leadership opportunities, and experiences beyond the classroom.

Our strategy also draws on the strengths highlighted in our most recent SEF, including:

- Highly effective leadership and governance with strong quality assurance systems.
- A culture of excellent teaching supported by TEEP Ambassador status and extensive CPD.
- An inclusion strategy that successfully meets the needs of pupils with complex SEND and SEMH needs.
- A pastoral system that secures exceptional attendance and behaviour within a challenging context.
- National recognition for personal development, sport, music, and student leadership.

We work closely with families, external agencies, and community partners to ensure that our disadvantaged pupils experience, belonging, and high levels of academic and pastoral experiences. Ultimately, our intention is that disadvantaged pupils at St Peter's match or exceed non-disadvantaged students, leaving us with the qualifications, skills and confidence to flourish in the future.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Although attendance at St Peter’s is above national averages overall, disadvantaged pupils are nationally more likely to experience school-based anxiety, family disruption, and contextual pressures that risk attendance slipping if not continually monitored. Persistent absence remains a national issue for disadvantaged pupils; even small dips in attendance disproportionately affect progress and engagement. Some disadvantaged pupils face additional barriers linked to poverty, transport, caring responsibilities, or complex home circumstances, which impact punctuality and daily attendance routines.
2	Literacy: Nationally, disadvantaged pupils enter secondary school with lower reading ages and weaker vocabulary, especially in disciplinary language needed for curriculum access. Our data indicates mixed prior attainment on entry, meaning literacy gaps remain a challenge for specific cohorts. Some disadvantaged pupils require additional support with phonics, reading fluency, comprehension, and extended writing to access ambitious texts and succeed across subjects. For EAL disadvantaged pupils, literacy development is compounded by language acquisition challenges, requiring targeted intervention.
3	Progress and Attainment: Despite strong overall school outcomes, disadvantaged pupils nationally are more likely to begin secondary school below age-related expectations, requiring accelerated progress to keep up. Gaps can widen over time without consistent, high-quality teaching and monitoring, especially for disadvantaged pupils who also have SEND, EAL, or mobility factors. Some disadvantaged pupils find it harder to retain key knowledge, apply academic vocabulary, and perform well in summative assessments, which impacts Attainment 8 and Progress 8.

	Higher attaining disadvantaged pupils nationally make less progress than their non-disadvantaged peers, requiring challenge and stretch.
4	Behaviour and SEMH: A significant proportion of disadvantaged pupils nationally experience mental health needs, trauma, or social/emotional vulnerabilities, which impact readiness to learn. Poverty, family stress, and overcrowded housing conditions can lead to increased SEMH needs and behaviour dysregulation. Some disadvantaged pupils require additional pastoral intervention and access to SEMH services to engage confidently in learning. Behaviour incidents for some disadvantaged pupils may be linked to unmet emotional needs, requiring joined-up pastoral and curriculum support.
5	Aspirations, Cultural Capital and Enrichment: Many disadvantaged pupils have limited access to enrichment, cultural experiences, and leadership opportunities outside of school. Financial barriers can restrict opportunities to attend trips, music tuition, extracurricular clubs, or external competitions. Without consistent exposure, disadvantaged pupils may have reduced understanding of future career pathways, social networks, or academic routes and vocational routes to university. Raising aspiration requires sustained work around careers education, employer links, and positive role models.
6	Family Engagement: Some disadvantaged families may face barriers such as shift work, language barriers, limited access to technology, or historical negative experiences of schooling, which reduces engagement. Nationally, disadvantaged parents/carers are less likely to attend school events, parents' evenings, or support learning at home without targeted outreach. Strengthening family partnership remains crucial for improving attendance, behaviour, and academic progress.

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
1	Improved attendance and reduced persistent absence for disadvantaged pupils	Disadvantaged attendance $\geq 96\%$; Persistent absence reduced by 30%
2	Enhanced literacy, reading fluency and disciplinary vocabulary	Improvements of +12 months reading age for targeted students; ensure the weakest readers receive intensive synthetic phonics support; 90% meet ARE by Y9; embed disciplinary literacy across all subjects
3	Narrowed attainment and progress gaps	Disadvantaged students will make the same or better progress than all other students
4	Improved behaviour, SEMH outcomes and wellbeing	Suspensions reduced by 30%, average attitude to learning at 1.5
5	Greater access to cultural capital and raised aspirations	100% in an enrichment; 95% careers encounters; aspirations +15%
6	Strong family engagement	97% uptake on Edulink, 90% attendance to parents' evening

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Holiday revision and weekend booster sessions available throughout the year.	To allow all students a place where they can access high quality tuition and support without finances being a barrier. Stops students procrastinating about revision as the school sets the timetable and produces all resources.	2, 3,5

	EEF T and L Toolkit +3 months	
<i>Period 6 (additional lesson for Yr11 students) materials</i>	To support Yr11 students with additional curriculum time at the end of each day. This period provides spaced practice and interleaving opportunities and is of particular support for students who have limited access to revision spaces at home. EEF T and L Toolkit +3 months	2,3
<i>Provide curriculum based resources to support student revision across KS3/KS4</i>	Revision guides and workbooks for all students will be very expensive. Providing these materials and others where appropriate will ensure that students are revising for the correct syllabus and these materials can be used by students across all lessons. <i>'Improving educational outcomes for disadvantaged children' House of commons</i>	3,5,6
<i>Subsidised equipment and materials across the school</i>	We want students to enjoy and access all subject areas without a lack of finances prohibiting them to do so. This includes revision packs of flashcards/notepads/post it notes, calculators, food tech ingredients	3,5,6
<i>Appropriate online curriculum resources and apps available to all students</i>	SENECA, MathsWatch, SparxReader and other online resources have been exceptionally well used across all year groups <i>Bridging the digital divide' Educational Development Trust</i>	3,5
<i>Access to music tuition/peripatetics</i>	Many of our students that choose music do not have access to musical instruments at home – especially drums. Many students are prohibited from learning to play instruments due to the costs of tuition. EEF T and L Toolkit +3 months	1,3,4,5,

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

Budgeted cost: £134,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Full time CIAG Officer	Movement onto higher education is lower for disadvantaged students. Regular progress meetings with CIAG officer Tracking data from colleges FM ½ termly October 2021 Students supported with the options process in Yr 9. Students accessing better quality work experience placements in yr 10 <i>Aspirations intervention EEF</i>	3,5
Intervention Support	PP students are making less progress than non-Students in maths and English. Students that don't attain a grade 4 in the basics measure will not be able to access L3 courses at college. Poor maths and English grades will prevent students meeting entry requirements for university courses. EEF T and L Toolkit +5 months	2,3,5
Mentoring Support	PP students often need to build confidence, develop resilience or character or raise aspirations as well as focus specifically on metacognition skills for lifetime learning EEF T and L Toolkit +2 months	3,4,5
Whole school Reading development Programme to increase reading ages	Closing the reading gap - 'most things teachers do are important but closing the reading gap is essential. ' On average about 10% of students in year 7/8 need phonic support EEF T and L Toolkit +5 months - phonics EEF T and L Toolkit +7 months – reading comprehension	

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

Budgeted cost: £325,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
LEEP Day	The LEEP day allows all students an opportunity to take part in 5 workshop	1,4,5

	sessions across the school day. These sessions help to provide challenge and resilience through a variety of non-curriculum activities. EEF T and L Toolkit +4 months	
<i>Provide regular opportunities for all students to attend school trips and residential visits.</i>	To provide equal opportunities for all students to take part in all school activities- Providing cultural capital experiences in drama, art, sport, history including subsidising trips abroad <i>Building Cultural capital in Disadvantaged Pupils' Government events doc</i>	1,3,4,5,
Reset and Restoration facilities	Disadvantaged students can be at risk from higher rates of disengagement from education. Students are supported by two very experienced teachers allowing them to access their curriculum in isolation. Outcomes of students that attend AP	1,3,4,
Employ a Pastoral Manager	Students are more likely to progress if they are able to access quality first teaching in school. Our data shows that there is a clear correlation between attendance and progress. EEF T and L Toolkit +3 months	
Attendance support worker to make home visits for persistently absent students	Difficulty contacting parents over the phone or via email. Pupils will lower attendance achieve lower outcomes <i>'Working together to improve school attendance'</i>	1,3,5,6
Breakfast club for all students	Healthy breakfast before school to improve readiness for learning EEF T and L Toolkit +2 months Magic Breakfast trial	1,3,4
Developing pupil leadership opportunities	Pupil premium students are less likely to engage in school life and develop their voice and leadership. <i>'The Impact of School Leadership on Pupil outcomes ' June 2009</i>	4,5
DoE Horticultural therapy Photography	These strategies have proved effective at providing students with some respite from the full curriculum, building resilience and supporting SEMH <i>NAO study – Supporting the attainment of disadvantaged pupils Jan 2024</i>	

Counselling Services: Manchester Mind/42 nd Street	A number of students are not able to fully access the school's wide curriculum offering due to ongoing poor mental health. EEF T and L Toolkit +3 months	1,4,5
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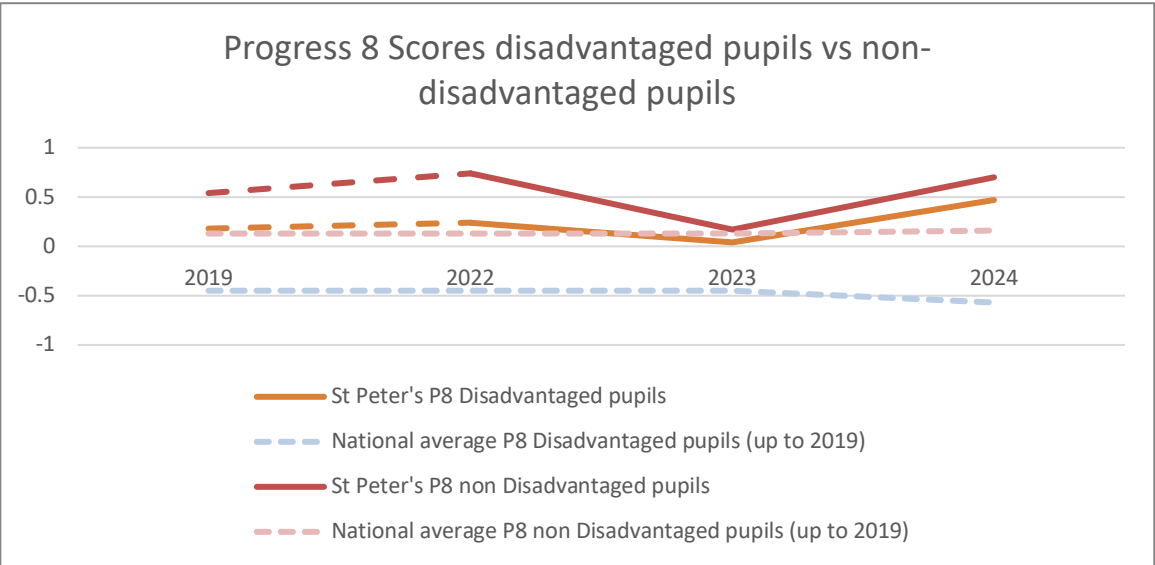
Total budgeted cost: £ 569,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

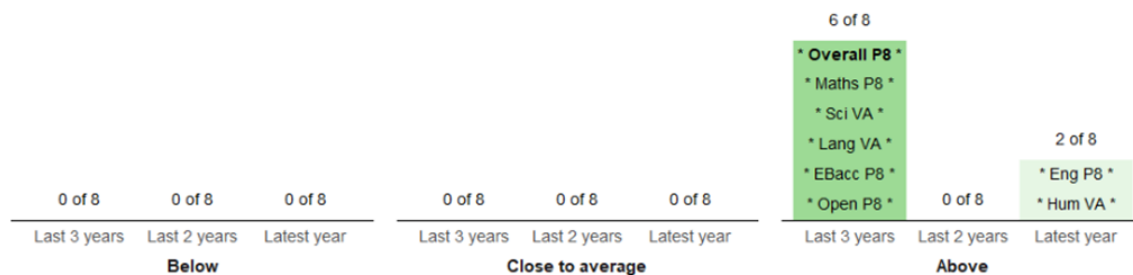
47% of St Peter’s 2024-25 Y11 cohort were pupil premium pupils. This is much higher than average (national average was 27.7% in 2019, the last year for which national data is currently available)

Progress

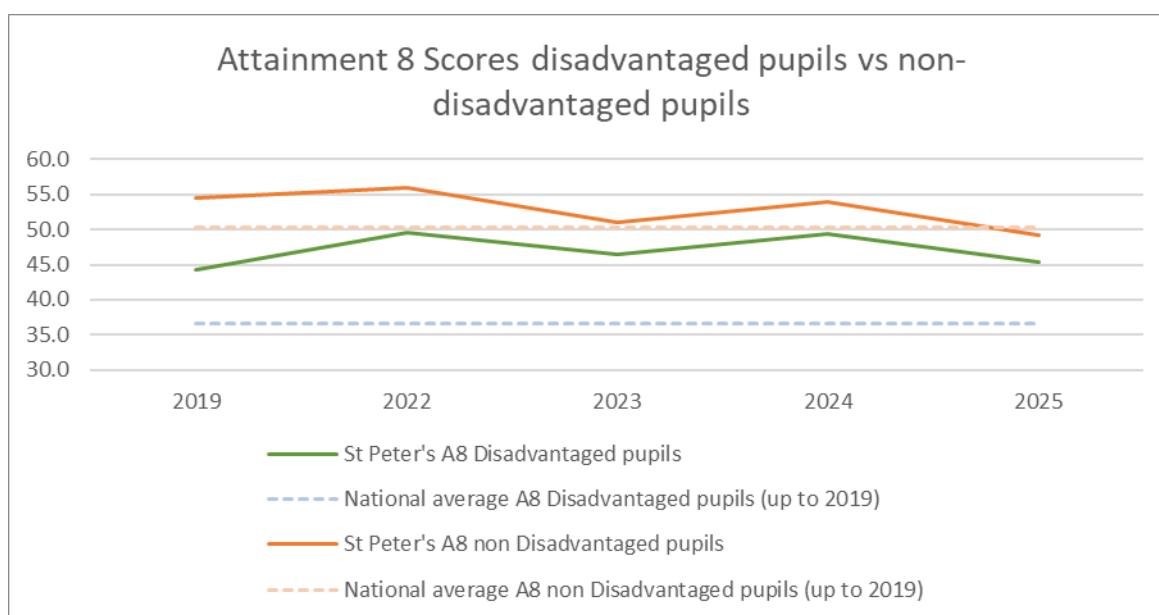


Progress	2019	2022	2023	2024	2025
St Peter's P8 Disadvantaged pupils	0.18	0.24	0.04	0.47	
St Peter's P8 non Disadvantaged pupils	0.54	0.74	0.17	0.7	

Due to the impact of the COVID-19 pandemic on KS2 SATs testing in 2020, no progress data is available for the 2024/25 cohort of Year 11 pupils. In the most recent years for which progress data is available, the gap in progress between disadvantaged and non-disadvantaged pupils at St Peter’s has narrowed. The following graph shows progress measures for disadvantaged pupils. St Peter’s has performed above average for the last three reporting years for six of the eight measures:

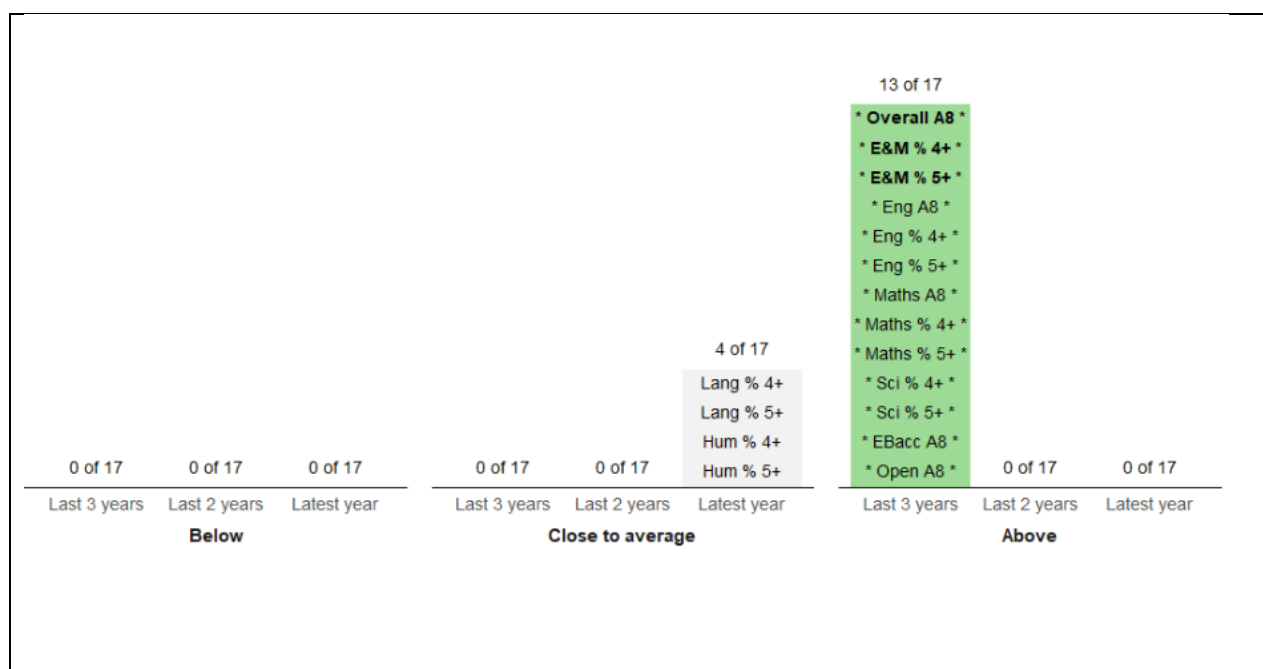


Attainment



Attainment	2019	2022	2023	2024	2025
St Peter's A8 Disadvantaged pupils	44.3	49.55	46.4	49.4	45.32
St Peter's A8 non Disadvantaged pupils	54.6	56.02	51.05	53.9	49.27

Achievement for pupil premium pupils has consistently been above national averages for the last few years of results, and the gap between pupil premium and non pupil premium pupils at St Peter's has narrowed in recent years.. The following graph shows attainment measures for pupil premium pupils. St Peter's has performed above average for the last three reporting years on 13 of the 17 measures



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
The Duke of Edinburgh's Award	NACRO https://www.nacro.org.uk/