



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bishop Ullathorne Catholic School
Number of pupils in school (December 2025)	1154
Proportion (%) of pupil premium eligible pupils	22.6%
Academic years that our current pupil premium strategy plan covers	2025/ 2026 to 2027/ 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 December 2007 December 2008
Statement authorised by	Mrs Sarah Boyle Headteacher
Pupil premium lead	Mrs Sarah Boyle Headteacher
Governor/ Trustee lead	Mrs Stephanie Napier Chair of Governors

Funding overview (2025/ 2026)

Detail	Amount
Pupil premium funding allocation this academic year	£ 264,450
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 264,450

Part A: Pupil premium strategy plan

Statement of Intent

The Holy Cross Catholic MAC

The mission of The Holy Cross Catholic MAC, which we align with at Bishop Ullathorne, is: 'Our school communities are united as the family of God to provide an outstanding Catholic education for all our pupils. With Christ at the centre of all we do, we will inspire every child to be the best person they can be by developing their God given gifts and talents.'

Effective spend of pupil premium funding to effect excellent outcomes for our pupils is a whole school priority. With our drive to ensure high aspirations for all and to provide an outstanding education that enables pupils to reach their full potential academically and personally, we analyse data and draw on our close working relationships with pupils and families to identify and understand the barriers that our disadvantaged pupils face and offer effective, research-backed, value for money strategies to remove and overcome barriers. We recognise that prompt, early intervention is most effective in preventing gaps from growing.

Bishop Ullathorne Catholic School

Whilst our disadvantaged pupils achieve better than disadvantaged pupils nationally, we continue to strive to close the gap with non-disadvantaged pupils.

We combine our knowledge of the challenges affecting disadvantaged pupils in our school with the information available from the DfE in [Using Pupil Premium: Guidance for School Leaders](#) and the [EEF Guide to Pupil Premium](#) to inform our strategic planning to implement the three-tiered approach. We note that there is a clear overlap of pupils in receipt of PP funding who also have SEND and that a number of pupils receiving PP funding are high achievers: our PP strategy takes account of this. High quality teaching continues to form the foundation of our Pupil Premium strategy as this has been proven to have the greatest impact on closing the attainment gap. Additional targeted support is used to promote achievement where a need has been identified. Wider strategies are used to promote engagement, achievement and wellbeing based on the contextual knowledge and data analysis we hold about our children.

Strategies are used with relevant research informing our choice and in the knowledge that they are intended to support the needs of all pupils as well as those identified as disadvantaged.

Challenges

School student profile (December 2024)

	Y7 to Y11	Year 7	Year 8	Year 9	Year 10	Year 11
Total	981	179	211	210	202	179
Male	502	94	116	108	100	84
Female	479	85	95	102	102	95
Total PP	254	53	61	48	56	36
Total PP %	25.9	29.6	28.9	22.9	27.7	20.1
Male PP	132	30	35	23	28	16
Male PP %	52	56.6	57.4	47.9	50	44.4
Female PP	122	23	26	25	28	20
Female PP %	48	43.4	42.6	52.1	50	55.6

The table below details the key challenges to achievement which we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The GCSE outcomes of our disadvantaged students.
2	The cultural capital experiences of some of our disadvantaged students.
3	The attendance of some of our disadvantaged students.
4	The career aspirations of some of our disadvantaged students.

Intended outcomes

This explains the outcomes which we are aiming for **by the end of our current strategy plan (December 2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria (specifics)
Outcomes The school's outcomes consistently exceed national disadvantaged like for like figures, for both Attainment and Progress. Challenging targets have been set against internal measures. Progress measures will be available from Summer 2027.	Attainment The percentage of disadvantaged students achieving Grade 4+ in English and mathematics (49% in 2025) matches or exceeds the 65% achieved in 2024/ 58% achieved in 2023/ 61% achieved in 2022. The Attainment 8 score for disadvantaged students (41.4 in 2025) matches or exceeds the 46.9 achieved in 2024/ 41.9 achieved in 2023/ 47.1 achieved in 2022. The English Attainment 8 score for disadvantaged students (9.6 in 2025) continues to match or exceed the 10.5 achieved in 2024/ 9.6 achieved in 2023/ 10.8 achieved in 2022. The mathematics Attainment 8 score for disadvantaged students (7.7 in 2025) matches or exceeds the 8.4 achieved in 2024/ 8.4 achieved in 2023/ 9.0 achieved in 2022.

	<p>Progress The Progress 8 score for our disadvantaged students matching or exceeding the 0.06 achieved in 2024/ 0.11 achieved in 2022. The English Progress 8 score matching or exceeding the 0.44 achieved in 2022. The mathematics Progress 8 score matching or exceeding the 0.08 achieved in 2022.</p>
Cultural Capital	<p>Reading All PP students tested at the start and end of each academic year. All disadvantaged students in Year 7 receiving intervention where their Reading Age is significantly under their chronological age. All disadvantaged students making progress. Positive student voice. Extra-curricular activities Every disadvantaged student to have attended an extra-curricular event and an external trip by the end of Year 11.</p>
Attendance	<p>Attendance Overall attendance of 95% for our PP students in line with our non-PP students. Exclusions A reduction in the number of students who are excluded more than once. Behaviour Points A balance between the number of positive and negative points gained by our disadvantaged and non-disadvantaged students.</p>
Careers	<p>IntoUniversity All disadvantaged students experiencing a session. Parents' Evening attendance An increase in the attendance of parents/ carers of our disadvantaged students.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (to December 2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £87,890.00

EEF Activity	Bishop Ullathorne overview and main EEF Toolkit strands Teaching and Learning Toolkit EEF	Challenge number(s)
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High quality teaching, assessment and curriculum	<ul style="list-style-type: none"> Teaching and Learning Walk Thrus Key Stage 3 leads in English, mathematics and science Subject Lead for CPSHE Mastering Mathematics Programme (maths hub) Marking and feedback targeted. 	1, 2
	Feedback Mastery learning <ul style="list-style-type: none"> Development of the Ullathorne Teaching Way Challenge Partners (2024 to 2025) Leadership Strategies for Improvement Middle Leaders Forum KS3 mathematics trial – mixed ability and carousel teaching monitored by senior leader Mixed ability trials monitored by senior leader Target grade training and time for early intervention. 	1, 4
Technology and other resources to support high quality teaching	Metacognition and self-regulation <ul style="list-style-type: none"> On-going replacement of teaching screens Additional tablet technology to support reading intervention and Accelerated Reader programme Knowledge organisers to develop retrieval practice Home learning Sparks Maths access Free revision guides, textbooks and mathematics equipment Free access to compulsory course-related activities (Drama and Geography). 	1, 4
	Homework	

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

Budgeted cost: 64,688

EEF Activity	Bishop Ullathorne overview and main EEF Toolkit strands Teaching and Learning Toolkit EEF	Challenge number(s)
	<ul style="list-style-type: none"> Sixth form and Year 7 Reading buddy intervention 	1, 2, 3, 4

One to one and small group tuition	<ul style="list-style-type: none"> • Careers advice delivered by independent adviser • Mathematics withdrawal during mathematics lessons to Achievement Room • Withdrawal to SEND team. 	
	One-to-one tuition Teaching Assistant Interventions Individualised instruction	
Peer tutoring	<ul style="list-style-type: none"> • A Level mentoring of Year 11 mathematics students • EEF mathematics trial: targeted peer to peer coaching (Year 7 and Year 10) with CoachBright and the University of Leeds. 	1, 3
Targeted interventions to support literacy or numeracy	<ul style="list-style-type: none"> • NGRT testing of all students twice a year • Librarian two groups tracking Warwickshire Book Awards and Coventry Inspiration Book Awards • TAs two groups – Reading intervention dependent on need (Hooked on Books). 	1, 2, 3
	Reading comprehension strategies Small Group Tuition	
TA deployment delivering evidence-based structured interventions	<ul style="list-style-type: none"> • HLTA support in 7S English with expert phonics teacher • HLTA support in Key Stage 3 mathematics. 	1, 2
Extending school time	<ul style="list-style-type: none"> • SLT delivery of Key Stage 3 and Key Stage 4 silent study sessions before mock examinations • Homework Club after school in the library • Year 11 mathematics intervention after school • Lay Chaplain residential visits. 	1, 2, 3,
Targeted interventions and resources to meet specific needs of disadvantaged students with SEND	<ul style="list-style-type: none"> • Library lessons for all Key Stage 3 students – monitored reading log • IntoUniversity programme • Extra time examination screening and delivery during mock examinations • Coventry Boys and Girls Club targeted mentoring. 	1, 2, 3, 4
	Mentoring	

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

Budgeted cost: £ 111,872.00

EEF Activity	Bishop Ullathorne overview and main EEF Toolkit strands Teaching and Learning Toolkit EEF	Challenge number(s)
Supporting social and emotional behavioural needs	<ul style="list-style-type: none"> • Educational Psychologist and SEMHL external support • Character Passport and Reading Awards • Key Stage Pupil Support Managers • Behaviour training delivered by SLT responsible • Coventry Alternative Provision • CPSHE programme tailored to needs and amended throughout year • Work-related learning identified by SENDCo • DSLs receive regular training • CPOMS system to record incidents. 	1, 2, 3, 4
	Social and Emotional Learning Behaviour Interventions	
Supporting school attendance	<ul style="list-style-type: none"> • School-based Educational Welfare Officer • Attendance rewarded through individual termly prize draws and form group competitions • Breakfast available free in the canteen • Uniform provided where appropriate. 	3, 4
	School uniform	
Extracurricular activities	<ul style="list-style-type: none"> • External trips (MFL, theatre, art and residential) subsidised where appropriate • Peripatetic music lessons funded • Sports Leaders Award targeted • Chaplaincy Team targeted • Prefects targeted • Student Leadership Council targeted • Form representatives. • Motivational lunch-time sports clubs. 	2, 3, 4
	Physical activity Aspiration interventions	
Communicating with parents/ carers	<ul style="list-style-type: none"> • Parents' evening follow-up by pastoral teams where there is lack of attendance • Educational Welfare Officer on site liaises with families. 	3, 4
	Parental engagement	

Total budgeted cost: £264,450.00

Part B: Review of outcomes

Pupil premium strategy outcomes

1. Continuing to close the gap between the GCSE outcomes of our disadvantaged and non-disadvantaged students.

These tables detail the impact that our pupil premium activity has had on the GCSE outcomes (attainment and progress) of our disadvantaged and non-disadvantaged students over time.

Attainment

	2019	2022	2023	2024	2025
School 5+ EM disadv	26%	48%	29%	38%	38%
National non	50%	57%	52%	53%	
National disadv LforL	25%	30%	25%	26%	
School 4+ EM disadv	44%	61%	58%	65%	49%
National non	72%	76%	73%	73%	
National disadv LforL	45%	48%	43%	43%	
EBacc disadv 5+	14%	17%	8%	13%	19%
National non	21%	24%	20%	22%	
National disadv LforL	7%	9%	7%	8%	
EBacc disadv 4+	28%	22%	11%	30%	19%
National non	29%	31%	28%	30%	
National disadv LforL	13%	14%	12%	13%	
Attain 8 disadv	42.3	47.1	41.9	46.9	41.4
National non	50.3	52.6	50.2	50.0	
National disadv LforL	36.7	37.6	34.9	34.6	
English A8 disadv	9.7	10.8	9.6	10.5	9.6
National non	10.6	11.2	10.6	10.6	
National disadv LforL	8.1	8.3	7.7	7.7	
Maths A8 disadv	7.9	9.0	8.2	8.4	7.7
National non	9.8	10.3	9.9	9.9	
National disadv LforL	7	7.2	6.8	6.9	
EBacc A8 disadv	11.7	13.0	11.1	13.2	11.6
National non	14.7	15.5	14.6	14.7	
National disadv LforL	10.2	10.6	9.8	9.9	
Open A8 disadv	12.9	14.2	12.9	14.8	12.6
National non	15.2	15.9	15.1	14.8	
National disadv LforL	11.4	11.5	10.6	10.1	
5+ English	53%	80%	61%	68%	62%
National non	67%	72%	68%	67%	

National disadv LforL	42%	46%	40%	41%	
English 4+ disadv	70%	87%	82%	85%	81%
National non	82%	85%	81%	81%	
National disadv LforL	59%	62%	56%	56%	
5+ Maths	28%	48%	34%	43%	38%
National non	56%	62%	58%	59%	
National disadv LforL	30%	34%	30%	31%	
Maths 4+ disadv	56%	63%	63%	68%	49%
National non	77%	80%	77%	77%	
National disadv LforL	51%	53%	49%	49%	
Science 5+ disadv	28%	31%	25%	33%	35%
National non	53%	58%	53%	53%	
National disadv LforL	29%	32%	28%	29%	
Science 4+ disadv	44%	60%	39%	67%	49%
National non	71%	75%	72%	72%	
National disadv LforL	47%	51%	46%	47%	
Language 5+ disadv	33%	100%	100%	65%	60%
National non	57%	69%	58%	61%	
National disadv LforL	42%	52%	43%	46%	
Language 4+ disadv	63%	100%	100%	94%	73%
National non	73%	79%	73%	75%	
National disadv LforL	58%	64%	57%	59%	
Humanity 5+ disadv	35%	61%	26%	55%	41%
National non	56%	63%	56%	56%	
National disadv LforL	31%	38%	30%	32%	
Humanity 4+ disadv	60%	71%	43%	66%	49%
National non	69%	75%	68%	69%	
National disadv LforL	44%	52%	43%	44%	

Progress

	2019	2022	2023	2024	2025
Progress 8 disadv	-0.31	0.11	-0.04	0.06	n/a
National non	0.13	0.5	0.17	0.16	
National disadv LforL	-0.45	-0.55	-0.58	-0.57	
English P8 disadv	-0.02	0.44	0.17	0.28	n/a
National non	0.11	0.13	0.14	0.13	
National disadv LforL	-0.44	-0.52	-0.56	-0.54	
Maths P8 disadv	-0.39	0.08	0.00	-0.35	n/a
National non	0.11	0.14	0.15	0.15	
National disadv LforL	-0.39	-0.49	-0.51	-0.52	
EBacc P8 disadv	-0.42	-0.06	-0.27	-0.04	n/a
National non	0.14	0.16	0.17	0.17	
National disadv LforL	-0.5	-0.59	-0.61	-0.6	
Open P8 disadv	-0.35	0.09	0.03	0.30	n/a
National non	0.12	0.15	0.17	0.17	

National disadv LforL	-0.48	0.6	-0.62	-0.63	
Science VA	-0.7	-0.30	-0.31	-0.38	n/a
Languages VA	-0.4	0.61	1.98	1.12	n/a
Humanity VA	-0.05	0.58	-0.09	0.03	n/a

2. Continuing to provide access to cultural capital experiences which may be out of reach for some of our disadvantaged students.

These tables will detail the impact that our pupil premium activity has on the Reading Ages and extra-curricular experiences of our disadvantaged and non-disadvantaged students over time.

Reading intervention - Year 7

	2025 to 2026	2026 to 2027	2027 to 2028
Average Reading Age – September			
Average PP Reading Age – September			
Average Reading Age – July			
Average PP Reading Age – July			
Number of students with intervention			
Number of PP students with intervention			

Extra-curricular attendance

	Year	2025 to 2026	2026 to 2027	2027 to 2028
Total number of extra-curricular hours available	7			
	8			
	9			
	10			
	11			
Number of extra-curricular hours attended – PP	7			
	8			
	9			
	10			
	11			
	7			

Number of extra-curricular hours attended – non PP	8			
	9			
	10			
	11			

Trips

	Year	2025 to 2026	2026 to 2027	2027 to 2028
Number of trips available	7			
	8			
	9			
	10			
	11			
Number of trips attended – PP	7			
	8			
	9			
	10			
	11			
Number of trips attended – non PP	7			
	8			
	9			
	10			
	11			

3. Continuing to increase the attendance of some of our disadvantaged students.

These tables detail the impact that our pupil premium activity has had on the attendance and will detail the relative behaviours of our disadvantaged and non-disadvantaged students over time.

Attendance

	2019/20	2022/23	2023/24	2024/25	2025/26
PP	Y7 95.92%	Y7 94.58%	Y7 94.26%	Y7 94.76%	Y7 94.29%
	Y8 94.99%	Y8 91.22%	Y8 94.20%	Y8 91.44%	Y8 94.74%
	Y9 93.0%	Y9 92.38%	Y9 89.74%	Y9 91.22%	Y9 91.58%
	Y10 91.08%	Y10 93.84%	Y10 88.94%	Y10 86.16%	Y10 88.45%
	Y11 92.50%	Y11 84.73%	Y11 87.03%	Y11 78.20%	Y11 83.21%
	Overall 93.72%	Overall 91.66%	Overall 91.21%	Overall 89.05%	Overall 90.44%

Non PP	Y7 96.37%	Y7 95.32%	Y7 95.51%	Y7 95.22%	Y7 97.88%
	Y8 95.63%	Y8 93.27%	Y8 94.85%	Y8 94.70%	Y8 95.43%
	Y9 94.96%	Y9 93.55%	Y9 94.04%	Y9 94.37%	Y9 95.33%
	Y10 95.15%	Y10 94.22%	Y10 93.50%	Y10 93.43%	Y10 95.35%
	Y11 95.49%	Y11 87.53%	Y11 87.08%	Y11 87.10%	Y11 93.46%
	Overall 95.54%	Overall 92.82%	Overall 93.21%	Overall 93.08%	Overall 95.53%

Exclusions

	Year	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028
Total number of days externally excluded – non PP	7				
	8				
	9				
	10				
	11				
Total number of days externally excluded - PP	7				
	8				
	9				
	10				
	11				
Number of students with repeat exclusions – non PP	7				
	8				
	9				
	10				
	11				
Number of students with repeat exclusions – PP	7				
	8				
	9				
	10				
	11				

Behaviour points

Year	2025 to 2026	2026 to 2027	2027 to 2028
7 positive			
7 negative			
7 positive - PP			
7 negative - PP			
8 positive			
8 negative			
8 positive - PP			
8 negative - PP			
9 positive			

9 negative			
9 positive - PP			
9 negative - PP			
10 positive			
10 negative			
10 positive - PP			
10 negative - PP			
11 positive			
11 negative			
11 positive - PP			
11 negative - PP			

4. Continuing to develop the self-esteem and career aspirations of some of our disadvantaged students.

These tables will detail the impact that our pupil premium activity has had on the career aspirations and parental involvement of our disadvantaged and non-disadvantaged students over time.

IntoUniversity attendance – PP student sessions attended

Year	September 2024 to July 2025	September 2025 to July 2026	September 2026 to July 2027	September 2027 to July 2028
7	88			
8	97			
9	100			
10	94			
11	82			

Parents' evening attendance

Year	September 2025 to July 2026	September 2026 to July 2027	September 2027 to July 2028
7			
7 - PP			
8			
8 - PP			
9			
9 - PP			
10			
10 - PP			
11			
11- PP			

