

Pupil premium strategy statement 2025-26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	751
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	F Stone
Pupil premium lead	F Stone
Governor / Trustee lead	I Doves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,000
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£126,000

Part A: Pupil premium strategy plan

Statement of intent

At the Ursuline Academy, our mission of *Belonging, Believing, Becoming* underpins all we do. We are committed to ensuring every student, regardless of background, achieves excellence across the curriculum and thrives personally, spiritually, and socially.

Our Pupil Premium strategy is designed to remove barriers to learning, ensure equity of opportunity, and empower every disadvantaged student to flourish. High-quality teaching remains at the heart of our approach, supported by strong pastoral systems, targeted interventions, and enrichment opportunities that build confidence, resilience, and aspiration.

This year's strategy reflects the priorities in our School Improvement Plan 2025–26, particularly:

- **Strengthening high-quality teaching through the new Lead Practitioner and UA6 Enquiry Group, promoting evidence-informed practice and collaboration.**
- **Deepening focus on wellbeing and inclusion, ensuring that mental health and emotional development remain central to student progress. Assistant headteacher SENDCO & Inclusion to lead on Pupil premium.**
- **Raising the standard of literacy, oracy, and extended writing across all key stages.**
- **Expanding enrichment and cultural capital opportunities so all pupils can participate fully in the life of the academy.**

Our three-tiered approach prioritises: (1) improving the quality of teaching, (2) targeted academic support, and (3) wider strategies to support wellbeing, attendance, and enrichment.

Our ambition is that disadvantaged students not only achieve academic excellence but also thrive as confident, compassionate and aspirational young people ready to lead and serve.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring consistently high-quality teaching in every classroom through a coherent pedagogical framework.
2	Raising literacy, oracy, and extended writing standards, particularly at KS3 and KS5.
3	Supporting behaviour, attitudes, and personal development through strong pastoral and inclusion systems.
4	Increasing participation in enrichment and super-curricular opportunities to build cultural capital.
5	Narrowing the attainment gap for disadvantaged students in Progress 8 and % achieving English & Maths 5+.
6	Strengthening academic independence, metacognition and engagement with homework and self-regulated study.

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
Disadvantaged students make academic progress in line with non-disadvantaged peers.	Disadvantaged Progress 8 \geq 0.8. Gap with non-PP peers \leq 0.2.
Improved consistency and quality of teaching.	Lesson observations and QA evidence show high-quality teaching and responsive assessment across subjects.
Improved literacy and oracy.	Reading age gap narrowed by at least 6 months; increased participation in reading and oracy initiatives/interventions. Work scrutiny and QA processes to support this.
Increased independent learning and metacognitive skills.	Homework grades, student work, and learning walks evidence self-regulation and reflection.
Strong wellbeing and belonging.	Attendance for PP > 95%; reduced behavioural incidents; positive student voice feedback on belonging and support.
Vulnerable students are swiftly identified and benefit from joined-up, transparent communication between all professionals so that specialist support	All vulnerable students are identified early, with specialist referrals and recommended actions completed promptly and consistently.

is secured and fully enacted without any need going unnoticed	Communication between staff and external professionals is timely, joined-up, and ensures no concern goes unrecorded or unsupported.
Greater participation in enrichment and cultural capital.	≥85% of PP students engage in at least one enrichment activity per term.
Clear, ambitious progression pathways for all PP students. Including working with connexions.	0% NEET; all PP students receive personalised CEIAG support and track positive post-16/18 outcomes.
All teachers demonstrate increased confidence in adaptive teaching and use of diagnostic assessment, evidenced through joint practice development (JPD) CPD partnering programme.	All teachers demonstrate increased confidence in adaptive teaching and use of diagnostic assessment, evidenced through IRIS reflections, JPD participation logs, and appraisal documentation.

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Lead Practitioner for Teaching and Learning to lead the UA6 Enquiry Group , focusing on evidence-informed practice, adaptive teaching, and sixth form pedagogy.	EEF evidence: expert practitioner-led coaching and instructional enquiry have high impact on teaching consistency and student progress.	1, 5
Continue instructional coaching for all staff, including ECTs and middle leaders. Ensure programme of support for any teaching staff who's practice is falling below expected standards.	EEF: "Effective Professional Development" (+6 months). Quality-first teaching benefits disadvantaged students most.	1, 5
Use of IRIS connect for teaching staff self-study of observations of their own lessons.	EEF: "Effective Professional Development" (+6 months). Quality-first teaching benefits disadvantaged students most.	1, 5

Data reviews to analyse PP progress and adapt teaching, questioning, and feedback practices.	Sutton Trust: high-quality teaching is the most effective tool to close disadvantage gaps. Subjects to focus on are identified in the school SIP & SEF.	1, 2
Embed low-stakes retrieval and diagnostic assessment to identify gaps and misconceptions. Third strand of teaching staff CPD focus for the academic year – embedding formative assessment.	EEF: diagnostic assessment and retrieval practice improve long-term learning (+6 months). Greater preparation for transitions between key stages.	1, 2
Extend literacy and oracy CPD, building on previous work to strengthen reading and extended writing.	Literacy and oracy underpin attainment across the curriculum. Linked to Year 12 observation findings.	2, 5
Develop metacognitive and self-regulation approaches in every subject, supported by form-time curriculum.	EEF: Metacognition and Self-Regulation (+7 months).	1, 6
Use technology and online platforms (Sparx, UpLearn, Satchel One) to personalise learning and close digital access gaps.	Sutton Trust: closing the digital divide supports equitable access to learning.	1, 2, 6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain Deputy SENDCO/HLTA role to coordinate academic and pastoral interventions such as ELSA, mental health support and reasonable adjustments.	Ensures diagnostic support and coordination for students at risk of underachievement.	1, 3, 5
Sixth Form mentoring: Provide training for a range of staff to deliver mentoring to identified students prioritising PP students.	EEF evidence indicates structured mentoring can improve attainment and engagement (+4 months). Training mentors through Oxford University programmes ensures mentoring quality, sustainability, and alignment with widening participation research (EEF, 2021; Sutton Trust, 2022). This supports UA6's focus on aspiration, belonging, and equitable progression. Mentoring outcomes tracked via student destination data, confidence surveys, and academic progress in identified subjects.	2, 4, 5, 6
Monitoring of UpLearn engagement and completion data to inform targeted study support	Education Endowment Foundation (EEF) – Digital Technology (2021): Found that when digital learning tools are <i>used purposefully and monitored for engagement</i> , they can lead to an average +4 months of additional progress, particularly where feedback loops between students and teachers are active.	1, 6
Subject-specific intervention and revision sessions led by expert practitioners. Clearly outlined in teaching staff directed time budgets and calendared	Structured support across all subjects for identified students	5
Intensive reading support via Lexia (license purchased for three years)	EEF: Reading Comprehension Strategies (+6 months).	2
Tracking data to diagnose attendance, wellbeing, and academic barriers for individualised plans.	EEF: Targeted diagnostic monitoring leads to effective support.	1, 3, 5

CEIAG mentoring for PP students at key transition points.	EEF: Careers education improves motivation and post-16 progression.	3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen <i>Inclusion Referral Meetings</i> (Heads of Year + AHT for Inclusion) to monitor wellbeing and targeted support.	Early intervention prevents escalation of barriers to learning. Follow-up actions and impact recorded in inclusion tracking documents, reviewed termly. Liaising with outside agencies effective.	3
Student wellbeing and belonging measured through the annual wellbeing survey and feedback from the Student and Inclusion Council.	EEF – Social and Emotional Learning (2021): The EEF identifies that embedding systems to <i>measure and respond to student wellbeing</i> can lead to an average of +4 months' progress by improving engagement, relationships, and classroom climate.	3, 4
Enhance Mental Health Framework with wellbeing sessions, counselling, and staff CPD and links with MSHT.	EEF: Social and Emotional Learning (+4 months).	3
Increase parental engagement through workshops, online communication, and progress evening follow-up.	EEF: Parental Engagement (+4 months).	3, 4
Ensure all PP students have funded access to enrichment (trips, music lessons, DofE, visits).	EEF: Arts Participation (+3 months); promotes belonging and aspiration.	4

Extend "Future Me" and UA6 progression programme: university visits, speakers, careers days, and alumni mentoring.	Clear progression pathways improve engagement and aspiration.	4, 5
Financial support for uniform, resources, meals, and travel. Welfare budget now assigned to the Pastoral deputy head to make key decisions.	Removing financial barriers improves attendance and focus.	3, 4

Total budgeted cost: £126,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Whole School	Disadvantaged	School (non-disadvantaged)	National (non-disadvantaged)
Progress 8	0.77 ↑	0.93	0.73	0.17
Attainment 8	61.37↑	53.00	63.23	50.2
% En & Ma at 5+	71.1 ↑	50	75.8	52.0

Impact of Pupil Premium Funding:

- Progress of disadvantaged students remains significantly above national averages.
- Targeted CPD and small class sizes contributed to strong outcomes in English and Maths.
- Literacy interventions (Accelerated Reader, Lexia) improved reading engagement at KS3.
- Alternative curriculum programme pathways in KS4 including supplementary students and Kings trust award.
- Mental health and pastoral support strengthened inclusion and belonging.
- Enrichment participation and cultural capital access increased year on year.

Monitoring and Evaluation 2025–26

- Termly SLT and governor reviews of PP data and impact.
- Inclusion referral meetings monitor wellbeing, attendance, and engagement.
- PP student voice panels inform practice and policy.
- Departmental exam analysis and reviews to include explicit analysis of PP progress using SISRA.
- Data triangulated through SISRA Analytics, attendance reports, and reading age data to inform responsive intervention.
- Annual evaluation reported to Governors and published December 2026.

SUMMARY:

- Disadvantaged pupils achieved a **Progress 8 of 0.93**, compared to 0.73 for non-disadvantaged and a national non-disadvantaged benchmark of 0.17.
- Attainment 8 for disadvantaged pupils was 53.00 (whole school 61.37; non-disadvantaged 63.23) showing strong relative performance.
- % of disadvantaged pupils achieving English & Maths grade 5+ was 50% (whole school 71.1%, non-disadvantaged 75.8%) — showing the strategy supported access to the key threshold though the gap remains.

- The approach to embedding high-quality teaching, diagnostic assessment, digital access and enrichment is well aligned with evidence (EEF, Sutton Trust) and the strategy captures that.
- The inclusion of wellbeing, attendance, parental engagement and enrichment reflects a genuine holistic approach beyond purely academic measures.

Externally provided programmes

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

Programme	Provider
Satchel One- Learning platform	Satchel One
Sparx maths	Sparx maths
White Rose Maths	White Rose Education
UpLearn	Up Learn Ltd
The National College	The National College
Accelerated Reader	

