



St Boniface's College

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."

(A.P.J. Abdul Khan, 11th President of India)

"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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	St Boniface's Catholic College
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	32.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	Dec 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	Mr M Antram / Mrs A Morgan
Pupil premium lead	Mrs D Adjei
Governor / Trustee lead	Mrs J Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149 673.34
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149 673.34

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve at least as well as our non-pupil premium students. Our aim is for all pupil premium students to secure good progress including those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as our young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged students are less likely to achieve a 4+ in English and Maths in line with national data compared with non-disadvantaged students.</p> <p>The 2024 data shows that the overall attainment for the entire cohort to achieve a 4+ in both English and maths was 66%.30% of disadvantaged students achieved a 4+ in both English and Maths. There was a gap of 36%.</p> <p>In 2025, 53% of the entire cohort achieved grade 4 or above in both English and Maths compared to 29% of disadvantaged students. There was a gap of 24%. Although the gap has narrowed, the challenge still remains.</p>
2	<p>Disadvantaged students are less likely to attain in line with the national average compared with non-disadvantaged students.</p> <p>2024 results data demonstrates that overall Attainment 8 was 39.9 The gap in 2024 was 9.7. 2025 results indicate that the overall Attainment 8 was 39.1 whereas the Disadvantaged Attainment 8 was 37.5. The gap was 1.6. Although this has narrowed considerably, there is still work to be done to eliminate the gap between disadvantaged and non-disadvantaged students.</p>

3	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks.</p> <p>This is particularly notable in the monitoring and evaluation of students' answers in submitted written work which was also identified by school improvement partners as well as a focused evaluation of students' written work. This is indicated across the curriculum, particularly in the subjects requiring longer written responses.</p>
4	<p>The attendance of disadvantaged students is not in line with national figures.</p> <p>While historical attendance at SBC (88.4%) sat below the 2023-24 national average of 92.9%, recent internal data shows a positive upward trajectory for our most vulnerable learners. In 2025, attendance for disadvantaged students rose to 86.2%, a notable 1.7% improvement from the 84.5% recorded in the previous cycle. However, despite this individual growth, the internal attendance gap has widened slightly to 4% (up from 3.9%). This indicates that while our targeted interventions are successfully improving the attendance of disadvantaged students, their non-disadvantaged peers are improving at a slightly faster rate, making the closure of this gap a primary strategic priority.</p>
5	<p>More frequent behaviour difficulties.</p> <p>Disadvantaged students are more likely to be suspended, placed in Reset and receive detentions - this has an effect on their academic progress. Data analysis confirms that there is a sustained increase in detentions and suspensions as the year progresses.</p>
6	<p>Parental engagement is lower amongst our disadvantaged families compared to non-disadvantaged families.</p> <p>Since school closures in the COVID era, opportunities for parents to engage with school have been limited and this has impacted on relationships between school and home. We need to ensure there are creative and different opportunities explored to eliminate the barrier between parents and schools.</p>

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
<p>Improved grade 4+ in Eng + Maths</p>	<p>Disadvantaged students will achieve or exceed the national average English and Maths 4+ score. This will be in line with their non-disadvantaged peers.</p> <p>Disadvantaged students prioritised for allocation of intervention for English and maths.</p> <p>Reduce the attainment gap to 0.5 or lower in the next 3 years from -0.86.</p> <ul style="list-style-type: none"> ● 2024/25 - gap less or equal to 1. ● 2025/26 - gap less or equal to 0.7 ● 2026/27 - gap less or equal to 0.5
<p>Achieve national average for attainment (A8) for all pupils</p>	<p>Disadvantaged students will achieve the national average attainment score (A8) for all pupils. This will be in line with their non-disadvantaged peers.</p>

	Disadvantaged students targeted to receive intervention.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and student feedback will suggest disadvantaged pupils are able to identify barriers to their own learning which will lead to reducing learning barriers and positively impacting on their own learning experience. This finding will be supported by increased engagement and student feedback about the progress they have made towards accessing learning.
Overall disadvantaged attendance to be in line with national figures.	Overall disadvantaged attendance to be at 95% or above from the current level of 86%. Reduction of PP students who are classified as persistently absent compared with previous academic year.
Wellbeing (Behaviour): To promote high standards of behaviour for disadvantaged students with members of staff recognising that most are likely to need more pastoral support in order to achieve in line with their non-disadvantaged peers.	Cultivate a culture of belonging that empowers our most vulnerable learners to flourish through the development of self-mastery and the pursuit of virtue in line with behaviour policy. Data trawls and tracking will confirm that disadvantaged students' negative behaviour points on Class charts and other reporting systems will be at the same level as their non-disadvantaged counterparts and that they receive pastoral support when behaviour falls below what is expected. Bespoke behavioural strategies are designed for students with extra needs for example students with multi- agency involvement who need extra layers of support to be successful. For example, due consideration will be given to a student's disadvantaged needs prior to the application of a Fixed Term Exclusion. Data will show that disadvantaged students are getting comparable rewards through any school rewards and reward points comparable to their non-disadvantaged peers.
Wellbeing (Rewards) To recognise the achievements and positive behaviour of disadvantaged students to support their wellbeing and their sense of belongingness in the school.	Disadvantaged students will be proportionally represented in all school programmes and student panels. Disadvantaged students will be proportionally and fairly rewarded in all school reward schemes.
To increase and improve disadvantaged parental engagement in school.	All disadvantaged parents are accessing Class charts. Improved engagement in parents evenings and other parent conferences.
To improve enrichment and engagement. To ensure that PP students have access to a wide range of opportunities which will increase their cultural capital and enhance their aspirations and opportunities in the wider world beyond school.	Taking Boys seriously - Disadvantaged students are prioritised for mentoring and involvement with the activities and opportunities offered by the programme.

	<p>IAG - Disadvantaged students are prioritised to receive guidance and coaching for their future aspirations.</p> <p>PP students receive a personalised career interview in KS4 with additional careers appointments available to support them.</p> <p>PP students are supported to access school trips and other extracurricular activities through subsidised or free places.</p>
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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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching inclusive of:</p> <p>High quality CPD (inclusive of ECT support)</p> <p>Curriculum design and direct instruction</p> <p>In September 2025, a launch of the Effective Formative Assessment programme for teachers.</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'.</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p> <p>Effective CPD, as per the EEF's Effective Professional Development Report Finding, will ensure provision focuses on mechanisms, develops teaching techniques and involves practice whilst taking into account the context of the school and needs of the students</p> <p>Effective early careers support will ensure that new teachers rapidly develop high Quality First Teaching . PP students identified on seating plans, data analysis and teacher intervention plans to support a personalised approach to teaching and learning.</p> <p>2025-26 focus on ambition, adaptive teaching and assessment will raise the standard of teaching for all students including PP.</p> <p>Specific 4+/5+ English and Maths intervention cohorts identified following progress reviews - transferable targets for English implemented in other subjects requiring extended written responses.</p>	1, 2, 3
<i>Coaching</i>	To maintain high quality teaching, continued professional development must be embedded.	1, 2, 3

Continuation of the Taking Boys Seriously Programme will continue.	Coaching is a form of teacher development based on an approach to observation and follow-up conversations. Research indicates that the most effective way to close the attainment gap is through consistently high quality teaching. This is closely entwined with the whole school CPD.	
Whole School literacy strategy Tutor Read Programme Independent read programme Independent learning – Reading.	In line with EEF Disciplinary Literacy Recommendations EEF recognises the importance of supporting fluency development. Focus on disciplinary literacy explicit vocabulary instruction, Reading, Writing and Oracy. Our tutor read programme involves reading aloud in order to model excellent reading and allow students to have a shared cultural experience of a book. This approach is supported by research into reading at pace, with minimal interruption.	1, 2,

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Literacy: <ul style="list-style-type: none"> Read, Write, Ink Paired reading Phonics intervention Reading Comprehension Read-It Programme 	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Our data shows that disadvantaged students are more likely to have low comprehension skills on entry and so form the majority of those receiving literacy intervention.</p>	1, 2, 3
KS3 Numeracy:	<p>Numeracy strategies can have a positive impact on pupils' ability to work with numbers, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1, 2, 3
Science online tutoring programme to provide additional intervention (at key stage 4. A significant proportion of the pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2, 3

who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Taking Boys Seriously programme. Year 11 mentoring programme and 'tuition' support: <ul style="list-style-type: none"> • Mentoring programme • Small-group tuition • Holiday time Subject Tuition sessions • Tutorial intervention sessions 	The EEF evidences that for pupils from disadvantaged backgrounds, mentoring interventions will be beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. In successful mentoring programmes, 2 months progress can be seen.	1, 2, 3, 4, 5
Homework club	The EEF reports that homework has a positive impact (1 year) with pupils in secondary schools. Students from Disadvantaged backgrounds are less likely to have a quiet working space, access to a device suitable for learning or a stable internet connection. They may also receive less parental support to complete homework and develop effective learning habits.	1, 2, 3,

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

Budgeted cost: £ 29.600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed training to support the attendance and reengagement of those students struggling with mental health issues which impact on their ability to engage with school.	The Role of Schools in Early Adolescents' Mental Health: Findings From the MYRIAD Study https://www.sciencedirect.com/science/article/pii/S089085672100143X Positive Psychology for Mental Wellbeing of UK Therapeutic Students: Relationships with Engagement, Motivation, Resilience and Self-Compassion https://link.springer.com/article/10.1007/s11469-020-00466-y	3, 4, 5

<p>A 30% representation of disadvantaged students on all student panels, councils and voices will be in line with the proportion of disadvantaged students in the school wherever possible.</p> <p>Disadvantaged students to be carefully targeted for appropriate, regular and fair rewards from their teachers and all school leaders in line or more than with their non - disadvantaged counterparts.</p>	<p>'On average, evidence suggests that pupils who attend holiday school revision make approximately three additional months' progress compared to similar pupils who do not attend a holiday school.'</p> <p>Schools that prioritise pupil voice have seen a range of positive results, such as fewer exclusions, improved behavior, stronger relationships throughout the school community, and enhanced attainment and attendance.</p> <p>https://www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/?sclrybrkr=27e9a4c8#:~:text=Children%20and%20young%20people%20can,sense%20of%20empowerment%20and%20inclusion.</p> <p>Implementing clear reward systems as part of a comprehensive classroom management strategy can enhance pupil behaviour in school and the classroom.</p> <p>https://educationendowmentfoundation.org.uk/newsletter/improving-behaviour-in-schools-email-8#:~:text=Putting%20in%20place%20clear%20reward,broader%20teacher%20classroom%20management%20strategy.</p>	4,5
<p>Attendance officer to improve attendance by analysing attendance data, following up on absences through contacting home and regular meetings with the school's EWO.</p>	<p>DfE guidance informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4, 6
<p>Hardship fund for acute issues.</p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This fund is used to support the purchase of uniform, equipment as well as supporting the cost of school trips and other extra-curricular activities</p>	4, 6
<p>Face to Face Parents' evenings have been reintroduced. Parents who are not able to attend school events due to transportation will be supported to do so. Parent conferences for Year 11 and 7. School concerts</p>	<p>Strong parental engagement has a positive impact on student growth so we will tailor school communications and send personalised messages to encourage a positive dialogue. We will maintain parental engagement by providing support and practical strategies to ensure home learning is of high quality. Our strategy also improves Pupil Premium attendance through targeted intervention and special reward systems to reduce the absence rate.</p>	1,2,3,4,5,6,

<p>and award ceremonies to be promoted to in school and social media to create more engagement.</p> <p>Using classcharts as an effective communication tool between school and home.</p>	<p>Students are supported to access trips and families receive help through food vouchers or gift vouchers. These efforts help our whole community flourish during Christmas and throughout the year.</p> <p>This is evidenced in the EEF document linked below.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement</p>	
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Total budgeted cost: £ 147,394

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Outcome for Challenge 1

During the 2024/25 academic year, there was a significant increase in the attainment of disadvantaged students, with 52.2% achieving a Grade 4 or above in both English and Mathematics. This represented a substantial rise of 23 percentage points compared to the previous year's figure of 29.4%. There is still a 1% gap behind their non-disadvantaged counterparts. A gap which we will aim to close or eradicate.

Outcome for Challenge 2

Attainment GAP SBC

	2023	2024	2025
Whole school	36.6	40.1	38.9
Disadvantaged	29.9	32.68	37.53
Gap	-6.7	-7.42	-1.37

Disadvantaged pupils have demonstrated good progress, achieving an Attainment 8 (A8) score of 37.5 in 2025, which reduced the attainment gap to 1.37 points. While this trajectory confirms the success of current pedagogical interventions in driving up standards for the most vulnerable, the school remains focused on the remaining 1.37-point gap compared to non-disadvantaged peers to ensure parity of outcome across the whole school community.

Outcome for Challenge 3

Observations conducted by Subject Leads and the Senior Leadership Team confirm a discernible uplift in the quality and presentation of disadvantaged student work across the curriculum, with marked improvements particularly evident in Mathematics and English. This progress is directly attributed to the strategic initiative focusing on increased written output, specifically through mandated written starters and comprehensive staff development sessions targeting the enhancement of work presentation standards in student books. While significant gains have been established in written work, achieving uniformity in the pride of work remains a key area for further refinement across the whole school.

Outcome for Challenge 4

Pupil Premium students attendance has improved from 85.4% in 2024 to 86.2% in 2025. This backs the sturdy improving trend in attendance in the school. There is still a 4% gap in attendance compared to non-disadvantaged students that need to be eradicated. Persistent absence (10% - 50% absence rate) for PP students has had a slight rise of 1% this year. We are exploring new ways such as bespoke reward schemes, trauma-informed approaches to managing the school day, different exciting extra-curricular activities in the school day that will encourage attendance and to reduce our persistent absence as that directly impacts outcomes.

Outcome for Challenge 5

The 2024/25 academic year demonstrated a substantial improvement in behaviour management, evidenced by a notable reduction in external sanctions for disadvantaged students. The number of Fixed Term Exclusions (FTEs) issued to this cohort fell from 50 to 20 students, representing a significant 60% decrease compared to the previous academic year. This decline strongly indicates that negative behaviours are being effectively managed and de-escalated prior to reaching a threshold that necessitates an FTE. However the proportion of FTEs compared to their non - disadvantaged counterparts is still higher so there is more work to be done here.

Outcome for Challenge 6

Families have received a range of communications outlining the support available for Parents Evenings and other school events; however, uptake has remained limited. We have also returned to face to face parents evenings, had school productions and concerts and various awards During this academic year, there have been some improvements in parental engagement, however there is more to do.

A number of initiatives have been implemented, including going back to face to face parents evenings, workshops for Year 11 parents focused on supporting their children’s learning in preparation for GCSEs, award ceremonies, school plays and productions, as well as increased communication through Class Charts announcements.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Kick Programme	Church of England

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We run a popular Military Kids Club for all children of services personnel; the allocation supports the staffing of this provision.
The impact of that spending on service pupil premium eligible pupils
Attendance at Military Kids Club enables eligible students to share their experiences in a mutually supportive environment. The support received in turn helps them to manage the demands of school whilst dealing with the challenges of having a parent in the armed forces.