

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

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 Ambrose College
Number of students in school	810 (Y7-11)
Proportion (%) of pupil premium eligible students	8.6% (Y7-Y11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26- 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Laura Reed Assistant Principal
Pupil premium lead	Amy Cahoon
Governor / Trustee lead	Dr Richard Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,725
Recovery premium funding allocation this academic year	£ 0
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	£ 67,725

Part A: Pupil premium strategy plan

Statement of intent

It is our mission to develop Pupil Premium (PP) students into effective and independent learners so that they can use their talents to achieve the highest standards expected of all students at St Ambrose College, irrespective of their background or challenges they face. The focus of our Pupil Premium strategy is to support disadvantaged students to achieve that goal. In order to do this, this statement will outline the challenges faced by our disadvantaged students and the strategies implemented to support their needs.

At St Ambrose College, we encourage all students to strive for excellence both inside and outside the classroom. A focus for all staff at the college is centred around 'concern for the whole person', which is why this is at the heart of our approach when supporting our disadvantaged students. Ensuring our disadvantaged students have access to all the same opportunities and enrichment activities as their peers is a key priority. Alongside quality-first teaching, which is proven to have the greatest impact on progress for disadvantaged students, the intended outcome is that all students continue to make more than expected progress in comparison to non-PP students.

Our strategy is also integral to wider school plans for creating a culture of high expectations. Pupil premium students are no exception to this culture and we will continue to develop teaching and learning skills (focusing on formative assessment techniques) as well as intervention strategies to allow these students to thrive into well educated young men.

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 students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can continue to achieve
- Ensure our disadvantaged students have access to extracurricular experiences that will help to broaden and add to their cultural capital
- Ensure specialised equipment is available for disadvantaged students to promote excellence in specialist subjects

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged students come from across Greater Manchester, meaning they must leave early in the morning to get to school, and don't get home until later in the evening. The most notable impact this has, has been their ability to access extracurricular opportunities.
2	PP families are less likely to be able to afford costs associated with the extracurricular/enrichment activities, and termly rewards opportunities available to our students. Research supports the importance of enrichment on progress and confidence (Willingham, 2009)
3	Continual increasing number of PP students attending the school means more individual needs and challenges that need to be understood and met, and increasing challenges to ensure all students receive the support they need.
4	<p>Continued impact of the Covid pandemic. Education Endowment Foundation (EEF) (2020) discovered that PP students could have fallen behind by two months during the pandemic. The Education Policy Institute (2020) states that some PP students can be as far as 18 months behind their more advantaged peers by Year 11.</p> <p>This could be attributed to lack of technology (Sutton Trust, 2020) or be due to the increased gap in reading ages of primary age children during the pandemic (EEF 2022). Our KS4 cohort will be some of the worst affected by primary school COVID learning.</p>
5	Our assessments at the end of year 10 show a considerable attainment gap for our current year 11 students (1.33 grade behind their more advantaged peers). This is particularly evident in PE (-3.16), History (-2.44) and Drama (-1.93),
6	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.

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 attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects (where appropriate).</p>	<p>By the end of our current plan in 2028/2029 to have increased the number of disadvantaged students entering the English Baccalaureate (EBacc). We have changed our MFL curriculum at Key Stage 3 in order to help achieve this. In 21/22 this figure was just 2 students (for strong pass) and 3 in 22/23 and 6 in 23/24.</p> <p>2025/26 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> - A positive P8 - A higher P8 than non-PP students across the rest of the country
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning.</p> <p>This finding is supported by homework completion rates across all classes and subjects.</p> <p>Reduction in the number of PP students needing intervention throughout the year.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations. - participation in enrichment activities among disadvantaged students.
<p>To sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>PP attendance levels to match the school's target of 98%.</p>

<p>Disadvantaged students access opportunities beyond the curriculum to support their learning and personal development.</p>	<p>Attendance of PP students at clubs/trips/enrichment activities matches that of their disadvantaged peers. No disadvantaged students will miss out on activities due to financial constraints.</p>
<p>Staff to have received relevant CPD to ensure quality first teaching (focusing on Formative Assessment), which is one of the best methods in improving the outcomes for pupil premium students.</p>	<p>Regular CPD sessions throughout the school year on general teaching and learning strategies. Specific PP CPD sessions for all staff Feedback from evaluation forms</p>

Activity in this academic year (2025-2026)

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Nut	The EEF has commissioned a rapid evidence assessment (REA) focusing on the evidence on the effects of Modern Foreign Languages (MFL) instruction on wider academic outcomes. The report links learning of a foreign language to improved metacognitive skills, an area in which disadvantaged students are behind their peers (EEF report). The report also outlines the benefits of technology in students understanding and progression in languages.	5
<p>Focused T&L sessions to develop quality first teaching.</p> <p>Agreed whole school approach for PP is now printed into staff planners.</p>	<p>EEF - Poor teaching has a greater impact upon pupil premium students, so the school will ensure all teaching remains at a high standard- Quality first teaching approach, through T&L CPD sessions, sharing good practice amongst staff and Quality Assurance.</p> <p>2 year long staff wide 'embedding formative assessment' CPD has been implemented to ensure no student is left behind.</p>	4, 5, 6
Use of class charts (and upcoming on Bromcom) to allow students to easily track their homework, and to ensure all staff are providing homework in line with school policy.	<p>EEF toolkit- homework</p> <p>This evidence shows that providing quality homework pieces, supported by effective feedback, as an average impact of 5 additional months' progress.</p>	4, 5, 6
ECT and new staff specific sessions on PP approaches	Nationally, biggest gap between disadvantaged students and their peers in a decade, gap between north and south increasing, gap between girls and boys increasing, cost of living crisis	3, 4

	<p>pushing more families into poverty mean importance of understanding challenges faced by PP students is more important than ever. Highlighting this to ECTs is extremely important.</p> <p>For new staff, important for them to understand the specific challenges at this school, and understand the whole school approach so they too can successfully implement it in their classroom.</p>	
English interventions in year 7	Effective diagnosis of reading difficulties is important in identifying possible solutions. EEF reading comprehension strategies.	4, 5, 6
QA by PP coordinator to ensure staff are aware of who their PP students are implementing strategies to support them. Ensuring consistency across the school.	<p>Consistent approaches across schools leads to improved outcomes for all students.</p> <p>EEF - Poor teaching has a greater impact upon pupil premium students, so the school will ensure all teaching remains at a high standard- Quality first teaching approach, through T&L CPD sessions, Embedding formative assessment, sharing good practice amongst staff, improved assessment and feedback policy and Quality Assurance.</p>	3, 4
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching and feedback strategies.	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>The EEF toolkit identifies effective Feedback as the being able to have an impact of +6 months on disadvantaged students. New assessment and feedback policies to reflect this.</p>	4, 5, 6
CPD and T&L briefings implemented to develop consistent high-quality behaviour for learning techniques in all lesson.	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies 1,4, have a benefit of significant improvement in learning i.e. +4 Months to learning.	3, 4, 5, 6
Regular assessments to identify underperforming	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment	3, 4, 5, 6

students and to signpost interventions.	improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e. +7 months impact.	
QA led by teaching and learning Team, SLT and HoDs to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Mendenhall (2024) as an important influence on student achievement and therefore supports strategy of sharing good practice.	3, 4, 5, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Academic Mentor and PP coordinator in the identification of PP students not making expected progress across all years: -CATS data year 7 -SISRA data analysis for other year groups.	The OECD's Deputy Director for Education research into Pupil Premium spending discovered that spending on education support staff was found to positively affect the attainment of Pupil Premium students. He summarised that a £1,000 increase in spending on education support staff can increase PP scores by 7%. Furthermore, a number of other studies have consistently found that additional spending on Pupil Premium students can improve attainment by 0.289 standard deviations (just over a term's progress) compared to 0.222 standard deviations for non-PP students.	4, 5, 6
English and Mathematics interventions in KS3 with	EEF teaching and learning toolkit also lists peer mentoring, and development of metacognitive strategies as 2 of the	3, 4, 5, 6

<p>small group support groups.</p> <p>Academic Mentor and PP coordinator to organise sixth-form mentors during tutor time for GCSE students.</p> <p>One-to-one support sessions with staff to help GCSE students with tracking their progress and helping identifying how to improve.</p>	<p>most effective strategies when supporting disadvantaged students</p> <p>Sessions for students with staff to help with development of metacognitive strategies: EEF toolkit- metacognition and self-regulation- This toolkit evidences that teaching metacognitive and self-regulation strategies to students can be an inexpensive method to help students become more independent learners. This evidence shows that high quality feedback based on metacognition can have an average impact of 8 additional months' progress.</p>	
<p>Achievement Mentor, Behaviour Mentor and heads of year to help PP coordinator track and identify students of concern and help to coordinate any necessary interventions.</p>	<p>The OECD's Deputy Director for Education research into Pupil Premium spending discovered that spending on education support staff was found to positively affect the attainment of Pupil Premium students. He surmised that a £1,000 increase in spending on education support staff can increase PP scores by 7%.</p>	<p>3, 4, 5, 6</p>
<p>1:1 career adviser Interviews – Pupil Premium priority</p>	<p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	<p>2, 5, 6</p>
<p>Monitoring attendance of PP students for GCSE revision sessions after school.</p>	<p>EEF Toolkit – extending the school day - +3 months impact</p>	<p>3, 4, 5, 6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintenance of PP profiles, identify individual barriers to learning for our students.	In order to deliver quality first teaching, the EEF highlights the importance for teachers should be mindful of the differing needs of their classes and the students in them. Having PP profiles will be an easy way for all staff to be aware of the barriers for our PP students.	3, 4, 5, 6
Pupil premium coordinator to monitor behaviour, and continue to compare behaviour data (e.g. house points, sanctions) between PP & Non-PP.	<p>Mocan (2002), show that poor behaviour and attainment levels are inextricably linked with a negative correlation. A study performed by the Institute for Fiscal Studies suggests that the socio-economic gap in attainment may be reduced by improving attitudes and behaviours amongst Pupil Premium children. They hypothesised that improving a Pupil Premium child's behaviour and attitude could result in a 25% reduction in the GCSE attainment gap.</p> <p>The DfE revealed that students known to be eligible for FSM had a permanent exclusion rate of 0.28 per cent and fixed period exclusion rate of 12.54 per cent - around four times higher than those who are not eligible. They summarised that any form of suspension means that a PP student is missing vital learning time and therefore is negatively impacting on his attainment.</p>	3, 4, 5, 6
PP coordinator to have One-to-one behavioural and attainment meetings.	Tucker (2013), performed a study on how best to support students who are considered to be in danger of temporary or permanent suspension from secondary school. After using primary research data, he concluded that secondary school managers and behaviour support staff need to adopt comprehensive and appropriately resourced pastoral care policies and practices that have the capacity to both formally and informally respond to the	3, 4, 5, 6

	<p>needs of vulnerable young people at risk of being excluded from school. Our Pupil Premium boys go through the same formal procedures for accumulating negative sanctions that all of our students do i.e., reports etc. However, these one-to-one behavioural meetings also allow us to provide the informal behavioural provisions that are necessary for maintaining good behaviour.</p> <p>EEF 'Improving behaviour in schools' indicates the importance of knowing and understanding your students. These one to one meetings with PP coordinator will facilitate this.</p>	
Attendance monitoring	There is a direct correlation to attendance and exams, with (Chen and Lin, 2010) discovering exam attainment levels 9.4 to 18.0% superior for those with high attendance compared to students with low attendance.	3, 4, 5
Funding enrichment activities, such as the rewards trips, residential, as well as activities related to the curriculum.	<p>Ofsted Pupil Premium report states that it is imperative for schools to ensure that all students have equal access to the curriculum.</p> <p>Financial aid for extra-curricular trips can eradicate the barrier of exclusion from activities that can further enhance learning outside of the classroom.</p>	2
<p>Tracking of students attendance of clubs by PP coordinator.</p> <p>Expectation of at least one sport and one sport a week.</p> <p>65 minutes at lunch to allow time for students to attend clubs, opposed to the end of the day when students need to catch buses.</p>	<p>EEF report on arts participation-evidences the impact of arts participation as an average of three months' additional progress.</p> <p>Wider impact: improving self-confidence, building resilience and developing metacognitive strategies have also been proven.</p> <p>Conversations with parents/ carers and students have identified this as a barrier to accessing these wider educational experiences.</p>	1, 2, 3, 4
Priority booking for the parents and carers of PP students.	Islam (2019), researched the effects of parental engagement on a child's attainment results and revealed that the introduction of regular parent-teacher	1, 3

<p>Tracking of PP parent/carer attendance to parents evenings, and follow up communication if necessary – monitored by PP coordinator</p>	<p>communication resulted in student attainment dramatically increasing.</p> <p>He found that the very real benefits of parental engagement included enhanced learning in English, Maths and Science. Furthermore, students were motivated to spend increased time studying, their confidence around exams grew and so, too, did their ambitions.</p> <p>EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress</p>	
<p>Funding of music lessons for GCSE PP students</p>	<p>EEF report on arts participation- This report evidences the impact of arts participation as an average of three months' additional progress. Wider impact, such as improving self-confidence, building resilience and developing metacognitive strategies have also been proven. Conversations with parents/ carers and students have identified this as a barrier to accessing these wider educational experiences.</p>	<p>1, 2</p>
<p>Funding of equipment for lessons, and subject specific packs such as art folders and mathematics packs for PP students.</p>	<p>Students more able to participate in the arts – research as above.</p> <p>Preparation for lessons removes barriers to learning and wasted learning time</p>	<p>1, 2</p>
<p>Uniform for incoming year 7 and use of SAPA for other year groups</p>	<p>Ensures smooth transition to secondary school for our most vulnerable students, and reduces behaviour points for incorrect uniform</p>	<p>2</p>
<p>One-to-one transition meetings for incoming year 7s with PP coordinator, PGR or HDE</p>	<p>Individual meetings with students before they join the school helps identify any pre-existing needs, so that correct measures can be implemented before the students start year 7.</p> <p>It also helps build relationships with the parents. Islam (2019), researched the effects of parental engagement on a child's attainment results and revealed</p>	<p>3</p>

	that the introduction of regular parent-teacher communication resulted in student attainment dramatically increasing.	
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Budget	£67,725	
Payroll costs	£31,704	Key staff to focus on these students, PP Coordinator, Behaviour and Academic mentors
PP related subscriptions and interventions	£19,054	Elevate, Caboodle, Language Nut, CPD, Intervention sessions and 1:1 with mentors, extra sessions by teachers, CEIAG adviser time, Crest award, Rigby music lessons
Outcomes and experiences	£16,967	Curriculum trips Rewards trips Curriculum equipment Revision resources and guides Counselling services Bespoke intervention both academic, pastoral

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on students in the 2024/2025 school year.

2024/2025 outcomes

Teaching:

Multiple whole school CPD sessions on Teaching and Learning essentials, literacy and summative assessments. Newly implemented Embedding Formative Assessment training for all teaching staff. This has allowed for a more consistent approach throughout school, evident from QA, learning walks, and student voice.

Quality first teaching remains at the heart of our pupil premium strategy and similar sessions will continue into the 2025/2026 academic year addressing areas of weakness as well as new techniques to ensure no learner is left behind. Introduction of literacy in form times in the 2024/2025 school year had a positive impact on results and so will be remaining as part of the expectations of form time.

Targeted intervention:

Year 11 PP students making less than expected progress, or who were not consistently meeting the school's behaviour policy were mentored by a member of staff. These weekly meetings were invaluable in helping to address and overcome barriers for our students and allowed problems to be identified sooner than they would have been without the mentoring support.

PP students throughout the school also had access to academic support. Sixth form mentors helped tutor students in specific subjects, where areas of weakness had been identified by the PP coordinator or the Academic advisor, and the school led tutoring allowed us to fill in gaps in knowledge in the curriculum for specific students. The sessions were delivered by our own subject specialists to ensure the extra tuition met the needs of our students. Attendance to these intervention sessions was compulsory for target students and attendance was monitored.

Wider strategies:

PP coordinator continued to monitor students both academically, and pastorally. This allowed early intervention for students if and when problems arose.

PP sanctions for lack of equipment were monitored and if needed, replacements were provided to those students to prevent learning barriers in subjects in which specialised equipment was needed. Examples of other purchases to improve student outcomes include guitar lessons, rewards trips, sports camps. Feedback from

staff/students/parents demonstrated that this continued to have a high impact on students personal development and self-confidence.

Overall impact:

The school's overall A8 figure for 2024/ 2025 was 76.23. PP students were 74.62 and non-PP were 76.38. The school Progress 8 2023/2024 was +1.00. Non-PP students P8 was +0.98 whereas PP students P8 was +1.21. In 2022/2023 the P8 for our disadvantaged students was +0.67. The strategies followed in the past year have allowed the PP students to progress more than their peers. The plan outlined in this document hopes to continue to promote the progress of PP students in the coming years.

Out of the Non-PP students who entered for the EBacc (46.3% of the cohort), 92% achieved a standard pass whereas out of the PP students who entered (57.7% of PP cohort) there was a 100% standard pass rate.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in school similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.