

Pupil premium strategy statement – St. Catherine’s College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1074
Proportion (%) of pupil premium eligible pupils	28% (304 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 until 2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Nigel Jewell, Deputy Head
Pupil premium lead	Susan Bond, Assistant Headteacher
Governor / Trustee lead	David Linsell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,744
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£300,744

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students in our care, regardless of their background, are inspired and supported to make excellent progress so that they achieve well across the curriculum. Alongside this, with our knowledge of the local area, it is our purpose to develop the cultural capital of our pupils to support them being able to access the curriculum and enrichment opportunities, to enrich our pupils lives and to develop ambition amongst our community.

We seek to use the resource of the Pupil Premium to support all disadvantaged students in making excellent progress and provide them with the means required to reach their full potential. It is a key aim to remain aspirational for all students at St Catherine's College. We track effectively so that those who are at risk of underachieving, due to being disadvantaged, are in receipt of effective support. We aim to make sure that the progress of our disadvantaged students is at least in line with the progress of non-disadvantaged students nationally. To achieve this, it is essential that we address gaps in attendance, knowledge and skills and that we also foster a sense of wellbeing. In line with our vision, we will raise the aspirations of our students and parents. Preparing our students to stand shoulder to shoulder with their peers, St Catherine's College will provide high quality teaching and learning in the classroom, that is always ambitious and is underpinned by strong pastoral support.

Approaches and interventions need to embed and develop over time; our disadvantaged pupils, in the main, stay with us for the duration of their secondary school career, which has been considered in our approach; implicit in this is that the performance of our non-disadvantaged pupils will be sustained and improved.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> To address the attendance gap so that disadvantaged pupils' attendance is at least in line with their non-disadvantaged peers.
2	<u>Literacy – Reading</u> To address the reading gap at Key Stage 3.
3	<u>Outcomes</u> To address the attainment gap across all year groups so that disadvantaged pupils achieve as well as our non-disadvantaged pupils and so that relevant interventions can be put in place early in our pupils' journey.
4	<u>Wellbeing</u> Conversations, parent surveys and other communications over the last two years indicate that the wellbeing of our disadvantaged pupils has been impacted significantly. Referrals to our wellbeing service have increased. 40% of these pupils are from our disadvantaged families.
5	<u>Behaviour</u> To address the gap between behaviour points and suspensions so that early interventions can be put in place to prevent the gap from widening and to reduce the overall number for both disadvantaged and non-disadvantaged pupils.
6	<u>Extra-curricular</u> To ensure disadvantaged pupils have the same opportunities as their non-disadvantaged peers to participate in extra-curricular activities, excursions and other out of lesson experiences.

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
Improved progress among disadvantaged pupils across the curriculum at the end of KS4 so they are achieving in line with non-disadvantaged pupils.	By the end of our current plan in 2026 our outcomes will demonstrate that disadvantaged pupils achieve threshold measure of a student getting a grade 4 in Eng and Maths, a grade 5 in Eng and Maths and a grade 7 in Eng and Maths that is in line with or higher than national averages for all students.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and so that attendance disadvantaged attendance is in line with non-disadvantaged attendance.	Improve and sustain high attendance by 2025 by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5.50% This is in line with national average data pre-pandemic • the attendance gap between disadvantaged and non-disadvantaged pupils to be reduced so that there is no gap. • a reduction in the numbers of pupils who are persistently absent with the gap between disadvantaged and non-disadvantaged reducing to 0%.
Improved reading comprehension skills across KS3.	Reading comprehension tests to demonstrate, on average, a least a chronological reading and writing age for our disadvantaged pupils. Provide extra support for all students to achieve a functional level of literacy to engage with the secondary curriculum.
Improved engagement with learning among disadvantaged pupils across all subjects and changing the expectation towards learning.	Teacher and pupil voice and monitoring suggests disadvantaged pupils are more able to monitor and regulate their own learning. This will be supported by homework completion rates and the standard of homework across all classes and subjects and key stages. <ul style="list-style-type: none"> • external peer review shows our pupils have a positive attitude to learning • the homework completion gap is 0% between disadvantaged and non-disadvantaged students • the mindset towards homework amongst our pupils is changed
Improved wellbeing for all pupils.	Sustained high levels of wellbeing which will be demonstrated by: <ul style="list-style-type: none"> • the participation gap in enrichment activities by disadvantaged pupils is 0% • increase in achievement points awarded and certificates sent home. Aim for a certificates gap of 0% • monitoring wellbeing referrals and progress made by pupils.
Reduction in suspensions and behaviour points.	By the end of 2025 behaviour points and suspensions of disadvantaged pupils will be in line with that of non-disadvantaged pupils with the overall number being less than the start of the strategy.

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: £82,866

Activity	Evidence that supports this approach	Challenge number(s) addressed
T1. Improving literacy in all subject areas with a focus on widening vocabulary to close the gap, in line with the EEF Improving Literacy in Secondary Schools guidance.	EEF-guidance-for-teachers/literacy	2, 3
At St Catherine's College this means that: <ul style="list-style-type: none"> all departments will reintroduce topic vocabulary templates/glossaries which are relevant to their subject sharing learning from AS1 within staff CPD to improve teaching of Literacy skills introduce subject specific reading (as lesson starters and tasks) staff to assess knowledge and address gaps 		
T2. Teaching and learning focus on evidence-based strategies to support quality first teaching.	'Supporting the Attainment of Disadvantaged Pupils' (DfE, 2015) suggests high quality teaching is a key aspect of successful school. SCC's strategy for this is based upon The Six Principles of Teaching and Learning ('Making Every Lesson Count' – Allison and Tharby)	4, 6
At St Catherine's College this means that: <ul style="list-style-type: none"> bi-weekly CPD will be delivered with a focus on The Six Principles. regular CPD will be sent out to staff with a focus on one of the Six Principles 		
T3. KS4 'lesson six' classes will be delivered to allow additional time for learning.	Rapid improvement in results (2020-21)	4, 6
At St Catherine's College this means that: <ul style="list-style-type: none"> the Year 11 timetable will be extended so that all pupils will attend period six. Attendance at these sessions is compulsory 		
T4. Development of metacognitive and self-regulation skills in all pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf	6
At St Catherine's College this will be a focus for our INSET and follow up training.		
T5. Curriculums to be reviewed	Effective Teaching and Learning Report curriculum-learner-pathways-thought-paper.pdf	4, 6
At St Catherine's College, this means that: <ul style="list-style-type: none"> there will be an annual review of each department's curriculum, including 		

	<ul style="list-style-type: none"> ○ a focus on how the curriculum meets the needs of disadvantaged pupils and SEND pupils ○ monitoring curriculum provision will be a regular item of discussion at SLT and governors' meetings 	
T6. Effective homework provision and monitoring, inclusive of homework club.	Effective homework	4, 6
<p>At St Catherine's College, this means that:</p> <ul style="list-style-type: none"> ○ we will conduct a homework review to ensure that <ul style="list-style-type: none"> ○ homework being set is ambitious and relevant ○ homework is completed to a high standard, seen as Good or Excellent on reports ○ completion by our disadvantaged pupils is shows there is no gap between their non-disadvantaged peers across the school 		
T7. Review of CPD provision to ensure that staff are supported in delivering quality first teaching.	EPI Review of Effective CPD Curee report on CPD SecEd article regarding Effective CPD https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 6
<p>At St Catherine's College, this means that CPD will be delivered through:</p> <ul style="list-style-type: none"> • INSET • Friday Forum • Outstanding Teacher Programme • Fortnightly '5 minute CPD' • Excellent Teacher Programme • HoD meetings • HoY meetings 		

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

Budgeted cost: £ 35,864

Activity	Evidence that supports this approach	Challenge number(s) addressed
AS1. Improve literacy skills across KS3 through a targeted approach based on reading and writing assessments to aid comprehension of texts across the school.	EEF-guidance-for-teachers/literacy 'Closing the Vocabulary Gap' Alex Quigley	2, 3
<ul style="list-style-type: none"> boubb 		
AS2. Mentoring of underperforming pupils in Year 11 through individual mentoring with staff at the school.	In school evidence shows that pupils who are invited to work with an outside agency engage more with their studies.	4
At St Catherine's College, this means that, in addition to P6 teaching / revision for all pupils: <ul style="list-style-type: none"> SLT / HOY mentoring of a target group 		
AS3. Early intervention across Years 7-10 for pupils at risk of underachievement through mentoring and additional support to encourage ambition.	Self-reflection and academic performance: is there a relationship?	4, 6
At St Catherine's College, this means that: <ul style="list-style-type: none"> Students at risk of underachievement will be identified Personalised support and intervention will be put in place Careers support will be given to those most at risk of becoming NEET 		
AS4. Adapted KS4 curriculum offer for pupils at risk of underachievement.	In school evidence shows that vulnerable pupils who are unable to access areas of the curriculum engage more with studies.	3
At St Catherine's College, this means that: <ul style="list-style-type: none"> Students at risk of underachievement will be identified and guided towards our motor vehicle course and our early years course. 		

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

Budgeted cost: £ 168,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
WS1. Extra-curricular activities that enhance the curriculum offer. Monitoring of attendance of disadvantaged pupils. Use pupil voice to inform a review and expansion of the extra-curricular offer.	https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FI-NAL.pdf	5
<p>At St Catherine's College, this means that:</p> <ul style="list-style-type: none"> • current attendance of disadvantaged pupils to be in line with their non-disadvantaged peers by the year end • clubs will be promoted and personal invitations used to increase participation • funding will be used to cover costs where this is a barrier to learning (e.g. DofE enrolment, provision of DofE expedition equipment and CCF) 		
WS2: Improve parental engagement with school by supporting barriers created through hardship.	<p>All year groups have access to funding to ensure disadvantaged pupils are equipped for school with full uniform and resources for their curriculum.</p> <p>As a school we know that our pastoral relationships through tutors, AHoY and HoY are vital in maintaining this relationship and getting to know the specific needs of all individuals.</p>	5
<p>At St Catherine's College, this means that all pupils will:</p> <ul style="list-style-type: none"> • have essential equipment to access the curriculum • manage a hardship fund to support with uniform • have equal access to extra-curricular clubs and excursions (through use of our hardship fund) 		
WS3. Develop and monitor well-being provision.	Public Health England. The link between pupil health and wellbeing and attainment.	5
<p>At St Catherine's College, this means that:</p> <ul style="list-style-type: none"> • pupils, parents and staff will all be able to make well-being referrals • all referrals will be assessed and followed up • individualised support will be provided, typically for 6 weeks, after which cases are either closed or progressed to a more intensive support • each case will be treated individually, sensitively and in confidence 		
WS4. Creating a positive classroom environment; meeting the individual needs of disadvantaged learners.	EEF Toolkit Behaviour Interventions	4
<p>At St Catherine's College, this means that:</p> <ul style="list-style-type: none"> • behaviour for learning will be managed consistently across the whole school • triggers (e.g. full conduct logs, exclusions etc) will be used to identify intervention needs • engagement with learning (e.g. rewards, homework completion etc) will be monitored by leadership and governors to ensure quality and consistency • students will be coached to manage their own behaviour (e.g. reading at the start of lessons) 		

<p>WS5. Increase attendance so it is in line with non-disadvantaged pupils. Tutor mentoring around attendance.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://leadinglearner.me/2017/07/02/absences-matter-and-you-can-help/</p>	<p>1</p>
<p>At St Catherine's College, this means that we will employ a number of strategies to support the increase of attendance in line with attendance policy:</p> <ul style="list-style-type: none"> • 1st day call • 10 in 10 letters • mentoring of PA pupils and those at risk of PA • use of robust sanctions for lateness 		

Total budgeted cost: £ 287,114

Part B: Review of the previous academic year - Outcomes for disadvantaged pupils

Pupils have benefitted from a focus on quality first teaching and the additional Year 11 teaching and revision support provided by Period 6: disadvantaged A8 in 2025 completes a 3-year rising trend of post Covid outcomes. It has risen from 35.9 (2023), to 38.2 (2024), to 39.2.

The school is working to close gaps opened by the pandemic (e.g. literacy in KS3) and to ensure that the rapid improvement in the school's results does not open the attainment and progress gap at KS4. Our curriculum remains broad and balanced with vocational and practical courses such as Motor Vehicle/Engineering, Early Years and Sport/Health & Fitness alongside more traditional GCSE courses. This helps provide every student with a pathway to success.

There was no significant difference in EBacc entry in 2024: 40% of non-PP pupils were entered compared to a slightly higher 43% of disadvantaged pupils; there is just a 2% difference in EBacc standard (4+) pass rates between these groups. The academic profile of the class of 2025 was different, and as a consequence, the disadvantaged EBacc entry rate was lower at 30%.

Where some disadvantaged students did not achieve well, it was predominantly owing to poor attendance. When attendance is satisfactory or good (>90%), St Catherine's College's approach does work as shown below. In 2025 these disadvantaged pupils' achievements were:

- Attainment 8 score = 46.0, well above the ESCC 'all pupils' score of 42.9
- Basics 4+ (72%) and 5+ (44%) pass rates were also above the East Sussex all-pupils averages of 63% and 42%
- Progress 8 (2024; there are no 2025 progress measures) for Disadvantaged students with attendance >90% was +0.41

At St Catherine's College, the approach to behaviour for learning reflects both external validation and internal commitment to equity and safeguarding.

Ofsted recognised that behaviour and attitudes at the College are positive, with high expectations consistently applied. This aligns with the WS4 emphasis on consistent behaviour management across the school. Systems such as conduct logs and exclusions are used not simply for sanction, but as diagnostic tools to identify patterns, triggers, and points of intervention for disadvantaged and vulnerable learners.

IQM (Inclusion Quality Mark) Award highlighted the College's inclusive ethos and strong pastoral support structures. The WS4 framework builds on this recognition, ensuring that monitoring of engagement with learning (rewards, homework completion, participation) is embedded at both leadership and governance levels. This guarantees that provision for disadvantaged learners is not only strategic but also subject to robust quality assurance.

Safeguarding Reports have affirmed that safeguarding is effective, with clear systems to identify and support pupils at risk. The WS4 strategy complements this, as coaching students to self-manage their behaviour, for example, structured routines such as reading at the start of lessons, strengthens protective factors and fosters resilience. By embedding consistent routines, staff create safe, predictable environments where disadvantaged learners in particular can thrive.

Overall, WS4 is underpinned by evidence-based approaches (EEF Behaviour Interventions) and externally validated strengths. It ensures that disadvantaged learners are supported not only

through reactive measures, but also via proactive, whole-school systems which safeguard wellbeing, nurture independence, and sustain a culture of high aspiration.

St Catherine's College continues to prioritise high-quality teaching as the most effective way to improve outcomes for all pupils, especially those eligible for pupil premium. Our approach, grounded in the Six Principles of Teaching and Learning (from *Making Every Lesson Count* by Allison and Tharby), ensures a consistent, research-informed standard of practice across all classrooms.

This strategy is supported by bi-weekly CPD, '5-minute CPD' sessions, and targeted training delivered in a range of formats, including INSET, departmental and pastoral meetings. As reflected in the May 2025 Ofsted report, "teachers are knowledgeable and enthusiastic."

Our focus on teaching quality ensures that pupil premium students are given equal access to ambitious, engaging lessons, standing shoulder to shoulder with their peers in every subject. By embedding these principles into our daily practice, we are nurturing a culture of ambition, hard work, resilience, and responsibility, values at the heart of our school.

We have also embedded metacognitive and self-regulation strategies across the curriculum to empower pupils to take ownership of their learning. This approach aligns with national evidence that these strategies are among the most effective for improving outcomes, particularly for disadvantaged students.

Metacognition is a key focus of our INSET programme and follow-up CPD, ensuring that all staff are confident in modelling and teaching these skills, particularly the "I do, we do, you do" approach. By helping students understand how they learn best, we enable them to approach challenges with resilience and to develop a strong sense of responsibility for their progress.

This focus supports the school's commitment, recognised by Ofsted, to personal development alongside academic success. As highlighted in the report, pupils "work hard and achieve well". Our strategy ensures that pupil premium students not only catch up, but grow into confident, independent learners who are well-equipped for life beyond school.

Our CPD model at St Catherine's College is wide-ranging and responsive, designed to support quality first teaching that benefits every learner. It includes a blend of INSET days, Friday Forums, structured programmes for developing excellent teaching, and leadership-focused sessions through HoD and HoY meetings. It also includes bespoke one to one coaching sessions for those staff who would benefit from it.

In the words of the May 2025 Ofsted report, "teachers appreciate the wide range of professional development opportunities on offer." This reflects our deep commitment to continual improvement in teaching, ensuring that every pupil—particularly those eligible for pupil premium—receives the very best from their teachers, every day.

Our investment in teacher development underpins the ambition that every child, regardless of background, can thrive, and ensures that our pupil premium students are fully included in a curriculum that is broad, ambitious, and coherently delivered.

We are committed to identifying and supporting pupils at risk of underachievement early in their school journey. Through targeted mentoring, personalised intervention, and enhanced careers guidance, we create pathways of success for our most vulnerable learners.

This proactive approach ensures that all students—including those in receipt of pupil premium—are supported to develop ambition and resilience and are given the tools to shape successful futures. Our commitment to early intervention reflects the findings of the Ofsted report, which states that “the school has focused on ensuring that all pupils can successfully access the curriculum,” and that “the extensive careers programme provides pupils with useful information to enable them to make well-informed decisions about their next steps.”

By supporting pupil premium students early, and providing robust systems of care and guidance, we help them stand shoulder to shoulder with their peers, ensuring that no child is left behind. We encourage every student to see themselves as ambitious, capable individuals with bright futures ahead.

Attendance for our disadvantaged pupils, reported at the end of term 6, was 86.39%, which was above the national average for disadvantaged pupils (83.00%) and below their non-disadvantaged peers, which was 91.40%. This was an increase from the previous year. This data shows we are not at present on course to achieve the attendance outcomes that we set out to achieve by 2025/26. For 2025/26 we have further developed our attendance strategy and maintain a strong, consistent team working around improving attendance. The correlation between attendance and examination results has been made clear to pupils and parents alike which will be a constant message throughout the year to all year groups.

The Cultural Capital project began in September 2023 with a view to enhance to extra-curricular and co-curricular opportunities for all children attending St Catherine's College. It's aims are:

Promoting cultural awareness and understanding: exposing students to diverse cultures, traditions, and perspectives to foster a greater appreciation and understanding of different cultural backgrounds. Expanding students' knowledge of different cultural practices, histories, arts, and traditions. It may include activities such as cultural workshops, guest speakers, field trips, and exhibitions.

Fostering social connections and community engagement: create opportunities for students to connect with peers from different cultural backgrounds and engage with the wider community through volunteering, community service projects, or collaborations with local organisations.

Developing transferable skills: help students develop skills such as leadership, teamwork, communication, critical thinking, creativity, and problem-solving through their participation in cultural activities.

Enhancing personal growth and self-confidence: provide students with opportunities to discover and develop their talents, interests, and passions. It aims to boost students' self-confidence, self-expression, and a sense of identity through their involvement in cultural activities.

Preparing students for a globalised world: equip students with the cultural capital necessary to thrive in an increasingly interconnected and diverse society. It prepares them to navigate multicultural environments, work in global contexts, and appreciate the value of cultural diversity.

The idea was to enhance cultural capital for all children at school by:

- Celebrating cultural days and months such as International Women's Day, Pride Month, Black History month etc
- Celebrating national education initiatives such as World Book Day, Parliament Week and Science Week
- Introducing guest speakers from business, politics and charities
- Developing key skills in sport, oracy and wider thinking
- Supporting departments with trips to build on their curriculum including maths, drama and science

Our goal as a school is that every student, over the course of two years, will have an opportunity to attend a school trip. At the end of the two years, those who had not been on trip by summer 2024 were offered the chance to go on a trip to Drusilla's, funded by the school.

	Number of cohort Attended	% of cohort Attended
Whole Cohort All	997	93.5
Whole Cohort non PP	736	94.4
Whole Cohort PP	261	91.3
Year 7 All	215	99.5
Year 7 non PP	149	99.3
Year 7 PP	66	100
Year 8 All	192	88.4
Year 8 non PP	139	92.7
Year 8 PP	53	79
Year 9 All	191	92.7
Year 9 non PP	148	92.5
Year 9 PP	43	93.5
Year 10 All	211	100
Year 10 non PP	151	100
Year 10 PP	60	100
Year 11 All	188	87
Year 11 non PP	149	89.2
Year 11 PP	39	79.6

Department curriculum continues to be reviewed and adapted to meet the needs of all students as they move through the school. The monitoring of this has continued through regular line management meetings, data drop points through the year and Year 11 results analysis. Furthermore, in 2025, there has been significant external monitoring of SCC curriculum through Ofsted and IQM (Inclusive Quality Mark).

Ofsted report May 2025 *"There are high aspirations for the pupils at St Catherine's College. The curriculum on offer is broad and ambitious. The school has carefully identified the essential knowledge and vocabulary that pupils should learn and in what order. As a result, learning is organised coherently across the curriculum. This helps pupils to tackle increasingly complex tasks over time. Most pupils make strong gains in what they know and remember."*

IQM - *"The curriculum is comprehensive and thoughtfully sequenced to develop knowledge progressively, with a robust literacy strategy integrated throughout all subjects."*

One important impact measure of the effective curriculum is in the number of Pp students gaining 4+ in English and Maths currently 61%, this is 4 percentage points away from the achievement of 'National Other 2024'

	Non-PP students	PP students
Basics 4+	77%	61%
Basics 5+	49%	30%
Attainment 8	50.2	39.2
Progress 8 (**)	+0.86	+0.21

Students in all year groups had their reading ages tested at the end of the academic year 2023 to 2024.

Students in the lowest 20% in both years 7 and 8 were given extra reading support. The students were retested at the end of the programme to measure impact of the interventions.

Two groups of students in year 7 were given a course of Paired Reading for 10 weeks.

Students in the first cohort made 12 months of progress in their reading age to their chronological age.

Students in the second cohort made 21 months of progress in their reading age to their chronological age.

Lexia was used as a more bespoke intervention.

Students in year 7 who completed Lexia in the first cohort made 5 months of progress. Students in year 8 made 2 months of progress. Students in year 7 who completed Lexia in the second cohort made 14 months of progress. Students in year 8 made 6 months of progress.

In terms 4 to 6, the students with the lowest reading ages received a programme of literacy withdrawal. Students in year 7 made 5 months of progress. Students in year 8 made 9 months of progress

The cost-of-living crisis continues to affect our disadvantaged pupils more significantly than our non-disadvantaged pupils, both financially and mentally. Each year group is allocated a budget to use to provide a variety of items to further support pupils. Need varies across the year groups.

Year 7

Category of spending	Purchase details	Rationale
PP Food Tech.	Food ingredients	Food for PP students so they can partake in Food Technology if they are unable to purchase ingredients.
Sports equipment	Basketballs, Football, Football Goals and Football nets	<u>In order to</u> ensure engagement, sports equipment has been purchased for students to use at break and lunchtime to encourage socialisation and a healthy lifestyle.
Uniform	Ties, shoes, socks, belts, earrings, tights	Uniform is an ongoing challenge for many of our PP students and using the fund we have been able to stock up on a range of supplies that mean that all students are supported to have the same uniform and thus maintaining the College ethos of equality and fairness for all students.
Food Support	Fruit squash, porridge, breakfast biscuits, noodle pots	In the year office we make sure we have a selection of food on hand both warm and cold to provide food to predominantly PP students who arrive having not eaten, but too late to enjoy the College's free breakfast on offer in the Café from 8am until 8:30am. This provision is important to ensure students <u>are able to focus in</u> class and have energy for the day. Food vouchers are also available for PP students.
Trip Support	Contribution to trips	Tickets were purchased or subsidised to ensure PP students could take part in <u>a number of</u> key events. All PP pupils have, if requested, access to 25% discount on trips, although cases are considered if a larger contribution is needed.
Rewards	Ice pops, various prizes	Rewards have been purchased and distributed to support and recognise the achievements of PP students in the year group for a variety of reasons including attendance, good conduct, achievement points and embodying College Values.
Learning resources and books	Dyslexia books and equipment	Purchase of dyslexia books for students who are SEND PP for them to be able to use as their reading book. Equipment for lessons to give out specifically for PP students to make sure that they have the correct equipment for their lessons.
Extracurricular clubs	Payment for clubs for PP students	Payment of subscriptions and memberships for students to take part in extra-curricular activities to ensure that students with PP have the same opportunities as <u>non PP</u> students.
PP Learning support	Board games, card games, fidget toys, Lego, Building blocks, magnetic tiles, conversation cubes	Payment for a variety of board games, fidget toys and other games to help support PP students through break/lunch times but also when they need extra support.

Year 8

Category of spending	Purchase details	Rationale
Food Tech.	Food ingredients	Food for PP students so they can partake in Food Technology if they are unable to purchase ingredients.
Individual Support	food	Extra food purchased for those students who required extra food alongside their FSM provision as they were not eating at home.
Club Support	Sewing machine, chess sets, 3D printer plastic ribbon	These supplies were essential to these clubs to support their inclusion of PP students. The staff running the clubs commented on their reliance on the PP budget to provide these resources. The existence of these clubs promotes PP attendance and engagement as well as supporting student/staff relationships and social inclusivity.
Rewards	Reward Vouchers Reward stamps for tutors to use in diaries	Rewards have been purchased and distributed to support and recognise the achievements of PP students in the year group for a variety of reasons including attendance, good conduct, achievement points and embodying College Values.
Trip Support	Contribution to trips	Tickets were purchased or subsidised to ensure PP students could take part in a number of key events. All PP pupils have, if requested, access to 25% discount on trips, although cases are considered if a larger contribution is needed.
Food Support	Fruit squash, porridge, breakfast biscuits, noodle pots	In the year office we make sure we have a selection of food on hand both warm and cold to provide food to predominantly PP students who arrive having not eaten, but too late to enjoy the College's free breakfast on offer in the Café from 8am until 8:30am. This provision is important to ensure students are able to focus in class and have energy for the day.
Wellbeing physical	Water bottles and plastic cups	Water bottles for those who don't have one
Wellbeing support	Knickers, tights	Provision of items needed for girls when managing their periods
Mental health and SEN support	Fiddle toys	For use with ADHD students and also for those who struggle to concentrate in lessons or suffer anxiety
Uniform	Ties, shoes, socks, earrings, tights	Uniform is an ongoing challenge for many of our PP students and using the fund we have been able to stock up on a range of supplies that mean that all students are supported to have the same uniform and thus maintaining the College ethos of equality and fairness for all students.
Sports equipment	Basketballs footballs Goal posts	In order to ensure engagement, sports equipment has been purchased for students to use at break and lunchtime to encourage socialisation and a healthy lifestyle.
Literacy support	Dyslexia friendly reading books	Recognising that PP families will not have the funds to purchase dyslexia friendly resources, the year 8 office has a wide selection of reading books for students with dyslexia
Classroom equipment	Pens, pencils, MFL dictionaries	Purchased for students who may not have these items at home in order for them to access lessons fully
Individual need	Blazer repair Locker provision Replacement reader	To specific students – repair of ripped uniform, purchase of a locker to be able to manage and self organize and replacement of a loved reading book that was damaged by another student

Year 9

Category of spending	Purchase details	Rationale
Food Tech.	Food ingredients	Food for PP students so they can partake in Food Technology if they are unable to purchase ingredients.
Cafe Funding	Café vouchers	To support students in accessing food during the school day, Pupil Premium (PP) funding has been used to provide café vouchers. These allow eligible students to purchase food at break or lunch, ensuring no student goes without and promoting wellbeing and focus throughout the day.
Duke of Edinburgh	Maps for DofE	PP funding has enabled students to fully participate in the Duke of Edinburgh Award by providing necessary equipment and maps. This ensures that financial barriers do not prevent any student from accessing valuable enrichment opportunities that build resilience, teamwork, and independence.
Trip Payments	Payment to Thorpe Park	Tickets were purchased or subsidised to ensure PP students could take part in a <u>number of</u> key events. All PP pupils have, if requested, access to 25% discount on trips, although cases are considered if a larger contribution is needed.
Uniform	Ties, shoes, socks, belts, earrings, tights	Uniform is an ongoing challenge for many of our PP students and using the fund we have been able to stock up on a range of supplies that mean that all students are supported to have the same uniform and thus maintaining the College ethos of equality and fairness for all students.
Year office Supplies	Office supplies for the year office	To ensure that all students—particularly those in receipt of Pupil Premium (PP) funding—have equitable access to basic resources, the PP fund has been used to support the Year Office with essential supplies. This allows staff to provide students with immediate access to pens, paper, and other materials they may not have, helping to remove barriers to learning and engagement.
Rewards	Reward Items	Rewards have been purchased and distributed to support and recognise the achievements of PP students in the year group for a variety of reasons including attendance, good conduct, achievement points and embodying College Values.

Year 10

Category of spending	Purchase details	Rationale
Food Tech.	Food ingredients	Food for PP students so they can partake in Food Technology if they are unable to purchase ingredients.
Cafe Funding	Cereal bars and food for year office	Provides energy and focus for students during the school day. Emergency provision for students missing breakfast.
Incentives	Food rewards	Incentivises positive engagement and morale. Used as small rewards for motivation.
Trip Payments	Payment to Thorpe Park and theatre.	Tickets were purchased or subsidised to ensure PP students could take part in a <u>number of</u> key events. All PP pupils have, if requested, access to 25% discount on trips, although cases are considered if a larger contribution is needed.
Uniform	Ties, shoes, socks, belts, earrings, tight	Uniform is an ongoing challenge for many of our PP students and using the fund we have been able to stock up on a range of supplies that mean that all students are supported to have the same uniform and thus maintaining the College ethos of equality and fairness for all students.
Learning resources	Magnifying sheet, games, headset watches	To ensure that all students—particularly those in receipt of Pupil Premium (PP) funding—have equitable access to learning and social activities.
Rewards	Reward Items	Rewards have been purchased and distributed to support and recognise the achievements of PP students in the year group for a variety of reasons including attendance, good conduct, achievement points and embodying College Values.
Revision Materials	Maths, English Language and English Literature revision materials	Targetted support for all PP pupils. Specific support for high attaining students.

Year 11

Category of spending	Purchase details	Rationale
Stationery	Stationery	Pens, pencils, sharpeners, rulers, clear pencil cases for exams.
Food	Food and drinks	Snack bars/breakfast bars and cereal. Juice drinks. Provided for PP pupils who have not had breakfast or got food with them.
Rewards	Reward Vouchers	Rewards have been purchased and distributed to support and recognise the achievements of PP students in the year group for a variety of reasons including attendance, good conduct, achievement points, embodying College Values, enrichment and sporting contributions.
Trip Support	Theatre Trip	Tickets were purchased or subsidised to ensure PP students could take part in these events. The inclusivity of the Thorpe Park trip was paramount to building a year group culture of value and inclusion with every student's opportunity to be involved or paramount importance. The theatre trips carry great cultural value and are often reported to be a new experience to PP students and thus stretch their horizons and open up new avenues of interest that they can pursue both academically and personally.
Clothing	Clothing and shoes	To provide clothing/replacements for PP pupils who have not got or can't afford to get items of uniform or PE kit.
Learning Resources	Student specific reading books, KS4 revision workbooks	Resources provided to assist PP pupils with learning and revision.
Prom tickets	Prom subsidy	Assistance with purchase of Y11 Prom tickets for PP pupils. A contribution was made to reduce the cost for PP pupils.
Sports Equipment	Footballs	Footballs purchased for use by PP pupils during recreational time.
Leavers' Hoodies	Clothing	Hoodies purchased for some pupils.

The mentoring program for Year 11 students focused on supporting those with low Progress 8 scores, particularly those with predicted P8 scores of -0.75 or less. At the outset, 26 pupils were identified, including 18 upper-ability students, of which 8 were pupil premium upper-ability students.

Throughout the mentoring process, 10 out of the 26 students showed improvement in their predicted P8 scores in the final exams. One notable success involved using JNA, our SHS mentor, to mentor two underachieving pupils, one of whom showed a significant improvement of 0.5 in their P8 score.

Attendance at the after-school P6 sessions was excellent, contributing to overall progress. In terms of academic improvements, the data showed notable growth from Assessment 1 to the final results.

St Catherine's College has a large and successful Combined Cadet Forces (CCF) contingent. It is targeted to try and engage a disproportionate number of disadvantaged students with 30% being Pupil Premium funded. This has a transformational impact on the lives of some students.

The Wellbeing Service at St Catherine's College in Eastbourne is dedicated to supporting the mental and emotional health of its students. Currently, there are 65 active cases receiving support, with 25 of these students being from the pupil premium group, representing 38% of the active cases. This reflects the college's commitment to ensuring that all students, regardless of their background, have access to the resources and guidance they need to thrive. The service offers personalised care, aiming to address the unique challenges faced by students, particularly those from disadvantaged backgrounds, and provides a supportive environment for their overall wellbeing.

The homework completion data for the 2024/25 academic year shows that overall, only around 2% of pupil premium students received an unsatisfactory grade for not completing their homework on time which is a slight improvement on last academic year. There was an average of 83% of PP students who gained good or above for homework, of which 22% was excellent. This compares with the overall all student figures of 88% good or above with 27% being excellent. These figures remained constant throughout all reporting seasons.

Externally provided programmes

Programme	Provider
Disadvantaged attendance support	SHS

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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