Pupil premium strategy statement
St Clement's High School 2026-2029

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 Clement's High School
Number of pupils in school	710
Proportion (%) of pupil premium eligible pupils	227 (32.0%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr N Willingham Head teacher
Pupil premium lead	Mr C Wood
Governor / Trustee lead	Mr K Baldwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,200
Pupil Premium funding carried forward from previous year	£0
Total budget for this academic year	£211,200

Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged students are the same as for all our students: to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential and to leave St Clement's High School equipped with the skills and attributes to empower them to lead happy and successful lives.

We recognise that there are circumstances in life that present our disadvantaged students with additional challenges, so the purpose of our pupil premium strategy is to tackle those challenges and overcome them together.

We focus on individual disadvantages rather than a 'one size fits all' approach and pay special attention to literacy skills, attendance issues and the needs of those with different cultural backgrounds and socioeconomic groups

We follow the EEF guidance on implementation to focus on "fewer, strategic choices and pursue these diligently". Our current pupil premium strategy plan focuses on three strands:

1. Quality first teaching and access to the curriculum
2. Targeting academic support (with a focus on English Literature and Maths)
3. Supporting wider development and well-being which impacts PP students' attendance

Challenges

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

Challenge number	Detail of challenge
1	**Literacy** The main attainment of disadvantaged students is affected by low levels of literacy (vocabulary, writing skills, oracy skills, reading experience and understanding), especially where there is a cross-over with SEND for a student.

	In the most severe of challenges this can impact on students' progress in all subjects across the curriculum.
2	**Motivation / aspiration**. Regular internal audits including observations, book scrutiny's, data, pupil and teacher voice help identify specific barriers per cohort. One of our barriers to learning for disadvantaged students is motivation and aspiration.
3	**Attendance.** Attendance data shows that the attendance of disadvantaged pupils is below that of non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	**Relationships.** Crucial evidence points to the benefits of disadvantaged students building key relationships with staff. This must be taken into consideration when students move into the school and continue when they move year group or class.
5	**Parental participation.** Parental participation is an on-going challenge for St Clement's High School. This has been heightened by the pandemic. We will continue to build parental participation and engagement particularly about school events such as parent evenings.
6	**Meta cognition and Self-regulation skills.** Teacher and pupils' voice, along with observations evidence lower attaining disadvantaged pupils generally lack metacognitive and self-regulation techniques and strategies to apply when being faced with an independent task. This is evident particularly in the planning of a new task and evaluating performance.
7	**Background Knowledge retention.** Teacher and pupils' voice along with observations identify that, particularly our lower ability disadvantaged pupils, have a smaller knowledge base than their peers do. This may be evident as a lack of vocabulary or a narrow understanding of concepts and background to topics.

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
Departments using key themes of the EEF Literacy guidance this includes reading comprehension strategies. The key areas are Prioritise oracy - opportunities for structured talk is embedded throughout the curriculum. Support reading comprehension across the curriculum.	• Monitoring, pupil/staff voice indicate improvements have been made by our disadvantaged pupils in terms of their fluency in reading and wider vocabulary. • Monitoring, pupil/staff voice should also indicate a closing of the gap between the attainment of disadvantaged and non-disadvantaged. • disadvantaged students will improve their reading and comprehension to achieve in line with their peers as measured by the reading tests SAS (for all students in the school).
Increased engagement. Extra-curricular, applications, rewards programmes, visits, participation, ATL scores.	Monitor and act on whole school activities and reports. • Data showing participation to extracurricular activities, evidences an increase in disadvantaged attendance. This is an ongoing challenge across the school to build up participation to pre-covid levels. Academic clubs and Sports clubs are running and PP students are being encourage to attend by all staff. • Every disadvantaged pupil will have had the chance to attend an off-site visit. All pp students from Year 7 went to the Pantomime Trip last year. This is the 4th year that this has been achieved. • Disadvantaged pupil ATL data to show improvements when compared to non-disadvantaged pupils. The gap is slowly narrowing,
Improvement in attendance.	Improvement in disadvantaged attendance figures from 2023/24. Disadvantaged students' attendance continues to improve and the gap closes to non pp students' levels.
Fewer behaviour issues / points. Strong relationships with staff to be maintained.	Staff training on negative effects of transition particularly for disadvantaged youngsters. • Behaviour points for disadvantaged pupils to reduce. Behaviour is daily monitored and students who are PP are daily identified and daily supported on this report. Knowing they are PP helps

	consider other factors for behaviours and tailors the intervention given. ● Achievement points being gained by disadvantaged pupils to significantly increase.
High attendance to parent evenings and home/ school meetings.	Monitor and act on parent attendance figures. Parent voice
To improve Meta cognition and Self-regulation awareness and skills for all disadvantaged youngsters.	Monitoring, reports, pupil/staff voice and observations indicate ● Disadvantaged students are able to regulate their work and complete tasks independently. In the school's Quality Assurance PP students are always monitored in the student questionnaire section. ● Homework completion rates should support these improvements.
Knowledge retention.	Monitoring, reports, pupil/staff voice and observations indicate ● Disadvantaged pupils are now more aware of subject specific words and their definitions. ● Disadvantaged pupils are more able to hold conversations including more advanced vocabulary. School's QA programme always speaks to PP students in the deep dives. From QA PP students are performing well with knowledge retention

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: £ £83210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff responsibility and TLR's. Strategic and operational roles	By following recommendations set out in the evidence-based research documents below,	1,2,6,7

to support both pupils and staff.	we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils. Making best use of TA's. EEF. Improving Literacy in Secondary Schools. EEF. Metacognition and self-regulation. EEF.	
Subject specific staff development time and training. This is in relation to assessments, subject developments, support for sub groups and pedagogy.	Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. Improving the quality of teaching. **EEF** - A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Evidence suggests schools who create additional time to prioritise professional development such as regular sequential sessions have seen exceptional outcomes for disadvantaged students. **Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged**. In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater Improvement. There is particularly good evidence around the potential impact of teacher professional development. The attainment gap. EEF.	1,2,3,4,6,7
Early career staff support and professional development.	Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. Supporting and developing early career teachers is vital.	2,4,6,7

	The attainment gap. EEF. **ECF** - During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development. The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development	
Recruitment and retention.	Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference. To retain good quality staff and be able to recruit when necessary will aid this end. The attainment gap. EEF.	2,4,6,7
Staff culture training.	The evidence from the study, *Against the odds*, suggests that staff attitudes are an important factor in creating a positive culture to successfully tackle socio-economic disadvantage. A staff attitudes survey will be sent to all staff.	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £51300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group intervention with academic mentors, outside of school days, for pupils with a specific focus.	Extra tuition to address specific needs identified through data or teacher observations. This is firstly, prioritised towards disadvantaged but also to any sub group that is seen to be in need.	1,2,6,7

	One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
Purchase of external online licences via providers that concentrate on both course materials and also diagnostic assessments.	**DFE** – Wider approaches for Pupil Premium spending may be used at a school's discretion. This could be on music lessons, revision guides and educational visits. No student should be at a financial disadvantage due to their socioeconomic background.	1,2,5,6,7
Teacher Assistants, learning and academic mentors training / small group work.	**EEF** – 'The recommendations in this guidance recognise the fact that schools are operating within already tight budgets; however, noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources.' **EEF** - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average Best use of TA's. EEF.	1,2,4,6
School led intervention.	Extra tuition to address specific needs identified through data or teacher observations. This is firstly, prioritised towards disadvantaged but also to any sub group that is seen to be in need. One to one tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,7

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

Budgeted cost: £76690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of staff with specific focus on disadvantaged pastoral and academic care and wellbeing. Pupil Premium Pastoral worker Attendance Officer	A member of staff who has responsibility to raise staff awareness, raise student aspirations, provide data analysis, to encourage and facilitate extracurricular sessions, improve attendance, and to mentor and nurture Pupil Premium students. **EEF -** Research from the 'Teaching and Learning Toolkit' states…'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'	2,3,4,5
Career guidance. Development of a whole school plan plus individualised support via outside providers.	**EEF** - Strong careers information, advice and Guidance as well as educational experiences are listed in the top 10 approaches for disadvantaged pupils.	2,3
Culture capital curriculum. Development of bespoke curriculum to address school specific personal and social issues.	**EEF** - 'One of the areas in which disadvantaged young people can suffer is in what's known as 'Cultural Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits and discussions at family mealtimes.'	1,2,3,4,6,7
Extra-curricular activities. i.e. trips etc. Fund disadvantaged pupils, where outcomes agreed, to ensure disadvantaged pupils have access to opportunities outside of the classroom.	**EEF** - 'One of the areas in which disadvantaged young people can suffer is in what's known as 'Cultural Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum or theatre visits and discussions at family mealtimes	2,3,4,5,7
Learning resources. Help to provide course revision materials,	**DFE** – Wider approaches for Pupil Premium spending may be used at a school's discretion. This could be on music lessons, revision guides, breakfast club and educational visits.	2,6,7

equipment and any other agreed resources that the absence of will disadvantage the pupil.	No student should be at a financial disadvantage due to their socioeconomic background.	
Parent engagement events.	**EEF -** Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes	4,5
Pastoral support.	**EEF** - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income	2,3,4
Attendance support.	**EEF** - Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils (EEF	3

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils.

Through the government's Pupil Premium grant, we are able to offer a wide range of diverse support for each pupil. Last year we received £231,867.

The school's internal data shows that student behaviour, wellbeing and mental health have still been significantly impacted as we continued to recover from COVID-19 related issues. The impact was particularly acute for disadvantaged students. This was seen particularly in a very small sub group of pupil premium students who are pastoral workers/attendance officers focussed on.

We used pupil premium funding to provide wellbeing support for all students, and targeted intervention where required. We continue to build on that approach in our new plan.

This year we continue to work with the NHS mental Health Support team who are now after 18 months embedded into school life. They have worked with our students on a 1:1 basis (high % of PP students accessing this support), group work on Super learning days and with staff on Inset days.

Teaching across the school is improving the provision of disadvantaged students and this is a continued area of focus. Evidence based research and professional CPD will further enhance this during this academic year. The school's focus on improving reading and applying the formative assessment principles is an area of focus for teachers to continue to develop in their practice. Use of CPD to further inform and share best practice in, will improve overall effectiveness of teaching and will support pupil premium students to have better metacognition.

CPD sessions are now embedded into the yearly calendar and we are in our second year after successfully completing year 1 of the EFA programme.

Our internal assessments suggested (based on external estimates from FFT) that the progress of disadvantaged pupils, compared to others, has widened since 2019. This year's results show once again an improvement on 2019 levels. The general trend is that improvements continue to be seen. Both English Language and Maths results were higher than their FFT predicted grades in August 2025 and 2026 for grade 4's.

To support our catch-up programme, we trained sixth form mentors to provide one to one tuition to year 11 students on a Saturday morning. Pupil premium students have priority for this support. The maths mentor also works with small groups which includes PP students.

We have refocused our work on reading following the publication of new guidance for secondary schools and see success with our visiting readers programme, in which volunteers come into school to hear our students read. We also continue our KS3 tutor time reading programme once a week for all KS3 students

In September 2024 we introduced Sparx reader to track and boost reading ability. This programme continues in 2026 and positive results and impacts are being seen.

Attendance of pupil premium students from the ISDR remains in line with national average figures

Whilst there are no progress scores again this year, in 2024 our PP students did better than the national average with a progress score of -0.07 compared to national figures of -0.57. This improving trend continues with internal data for most of our pupil premium students this year

Results Overview 2025 2026	School Attainment 8	National Attainment 8
All Pupils	4.4	4.7
PP Students	3.4	3.7

From ISDR progress for St Clements Students

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	17	-0.07	-0.57	Above (non-sig)	0.16	-0.23	Narrowing	High - low prior attainers

Externally provided programmes

Programme	Provider
Accelerated reader	Renaissance Learning
Class charts	TES
St Clement's Saturday tutoring	School Staff / Sixth Form Students
Bromcom	Bromcom
GCSEPod The Access Group	The Access Group
Sparx Maths and English	Sparx Limited
Unifrog	Universal destinations
IDL	Ascentis
Exampro	AQA
Carousel Learning	Carousel Learning Ltd 2025