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3 Year Review: 2022-2025

The Cathedral School of St Mary

Governor Report: Pupil Progress, Provision and Impact

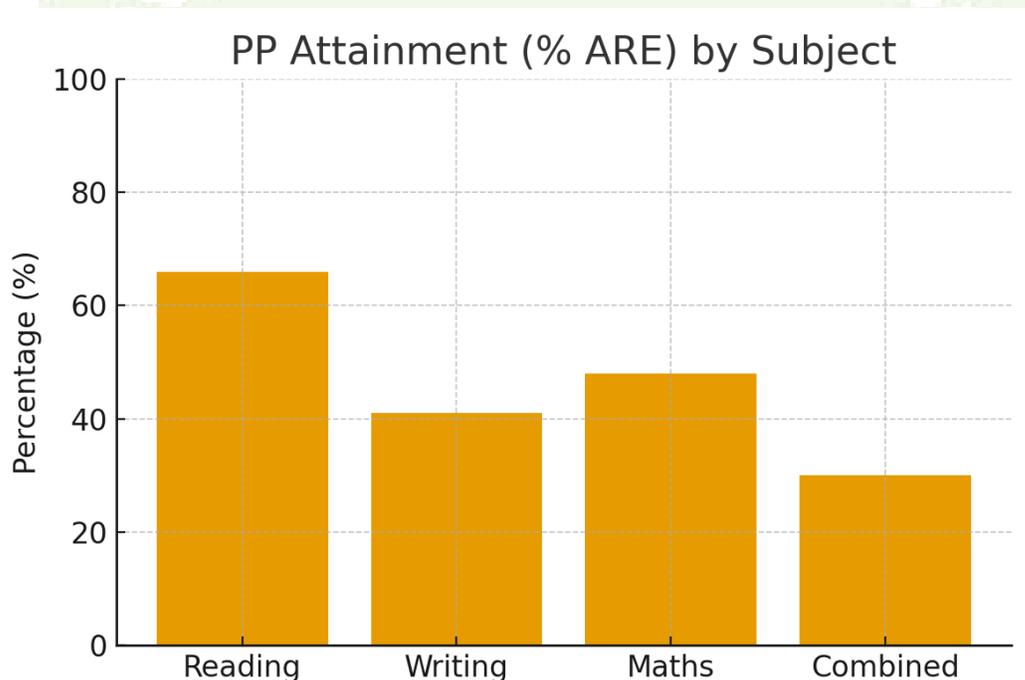
Review of the 2022-2025 Pupil Premium Strategy

1. Introduction

This report provides governors with a comprehensive overview of pupil progress, provision and impact across the final year of the Pupil Premium Strategy. It reflects the school's strong commitment to equity, high-quality teaching, and breaking cycles of disadvantage within a community ranked among the top 1% most deprived nationally.

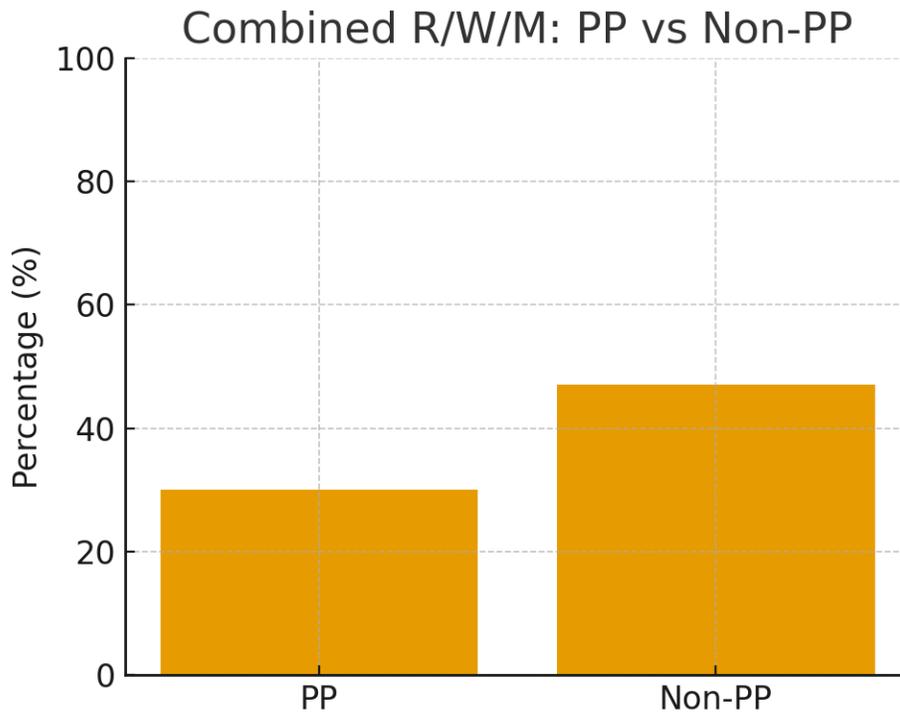
2. Attainment and Progress Overview

Outcomes for disadvantaged pupils have continued to strengthen, with improvements visible across all core subjects. The following diagram presents PP pupils' ARE performance in Reading, Writing, Maths and Combined subjects.



Reading outcomes show the attainment gap has fully closed, with both PP and non-PP pupils achieving 66% ARE. Writing has shown upward momentum, with targeted conferencing and vocabulary development contributing to progress. Maths outcomes reflect strong fluency intervention work and precision teaching.

The chart below compares PP and non-PP combined outcomes:



3. Quality of Teaching, Curriculum and Leadership Development

High-quality teaching has remained central to our strategy. Staff have strengthened modelling and feedback and benefitted from coaching and CPD linked to adaptive teaching, trauma-informed practice and early reading delivery. Adaptive practice continues to be a focus for the SLT and will continue to be a focus during our SIO visits. SEND provision was highly commended by OFSTED and practice used to be inclusive to SEND has also positively impacted all children including those children who are PP. ECT teaching has been focused on with ECT mentors and regular support has been provided for them to improve their teaching. The curriculum has been designed to be engaging for all children, providing enrichment opportunities so that all children, including PP children are given experiential learning opportunities.

4. Targeted Academic Support

Daily precision teaching, structured RWI interventions and targeted TA-led small-group provision have accelerated progress for pupils. Insight data is regularly analysed to inform interventions, ensuring PP pupils are prioritised. All teachers have received Pupil Progress meetings where PP children have been discussed with clear targets provided for those children and where children have been identified as being off track, teachers have ensured that they are swiftly provided with additional support and interventions.

5. Behaviour, Wellbeing and Inclusion

Trauma-informed practice is now fully embedded across the school and continues to be a defining strength within our provision for disadvantaged pupils. All staff have received accredited trauma-informed training, enabling them to understand the impact of Adverse Childhood Experiences (ACEs) and respond with consistency, sensitivity and relational approaches. The Mental Health Lead, who receives allocated release time, provides ongoing CPD, modelling and professional supervision to ensure staff confidence and fidelity to practice remains high. In addition, the school has invested in specialist capacity by training a dedicated practitioner through the Trauma Informed Schools Diploma and employing an additional staff member with counselling qualifications who is currently working towards an advanced diploma in counselling and psychotherapy.

These practitioners provide targeted SEMH interventions, 1:1 therapeutic support and small-group emotional regulation sessions for pupils with complex needs—many of whom are both disadvantaged and have experienced significant trauma.

The impact of this work is visible across the school. Staff report improved emotional literacy, enhanced self-regulation and significantly calmer learning environments. Pupils who previously struggled with behaviour, emotional volatility or anxiety are now accessing learning more consistently and with greater confidence. Behaviour monitoring indicates a marked reduction in escalated incidents and pupils demonstrate stronger relationships with staff, a greater sense of safety and readiness to learn. This holistic approach has been crucial given the high proportion of pupils with social care involvement and those experiencing ACEs and it continues to play a vital role in breaking down barriers to learning for disadvantaged children.

6. Attendance and Punctuality

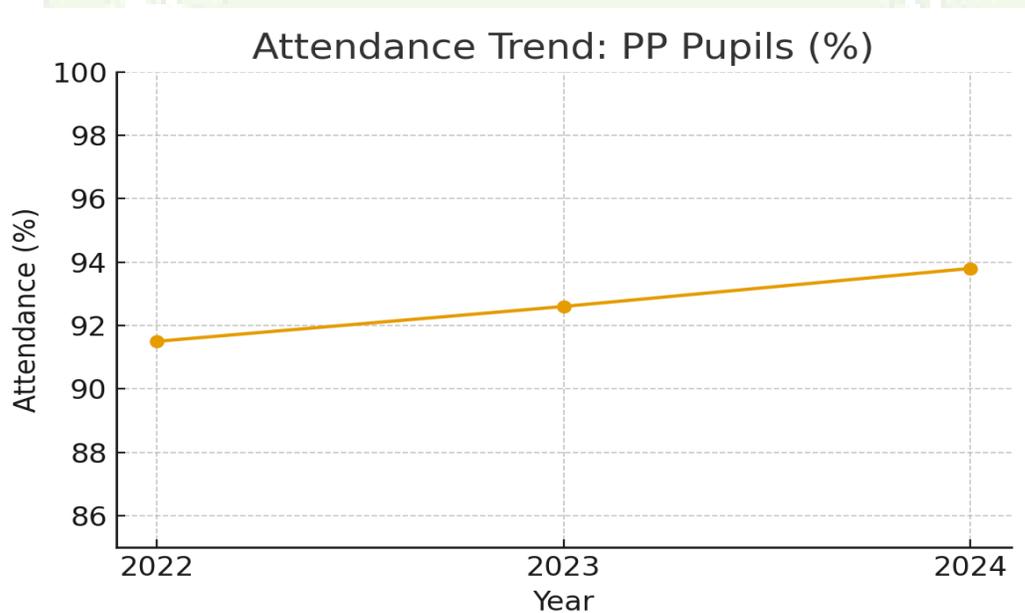
Attendance for disadvantaged pupils has shown sustained year-on-year improvement as a result of a coordinated whole-school approach and strengthened early intervention systems. The Parent Support Adviser (PSA) plays a central role in this work, maintaining regular contact with families, completing home visits, and offering personalised support to remove practical and emotional barriers to attendance. This includes attending TAC meetings, liaising closely with external agencies and working in partnership with the Education Welfare Officer (EWO) to ensure that persistent absence is tracked robustly and addressed swiftly.

Daily monitoring systems now allow staff to identify emerging patterns early, prompting timely conversations with families and enabling the school to put support in place before

concerns escalate. The introduction of free daily bagels and targeted breakfast club places has been particularly effective, ensuring that disadvantaged pupils who previously struggled with lateness or inconsistent mornings can begin the day positively. This provision is deliberately targeted at children most at risk of persistent lateness, and has resulted in a noticeable reduction in late arrivals and improved readiness to learn.

As a result of these combined strategies, attendance for disadvantaged pupils has now risen above 93%, and persistent absence rates have decreased significantly compared to earlier years in the strategy. Families report feeling more supported and connected to the school, and the strengthened relationships built through consistent PSA outreach have been instrumental in improving engagement and ensuring that attendance barriers—whether logistical, health-related, emotional or linked to family circumstances—are understood and addressed in a compassionate and proactive way.

The following attendance trend illustrates this improvement:



7. Parental Engagement and Community Relationships

Parental engagement has increased significantly over the course of the Pupil Premium strategy, largely due to the sustained and relational work of the Parent Support Adviser (PSA). The PSA has been instrumental in rebuilding trust with families, many of whom face considerable socioeconomic challenges, low confidence in supporting learning at home, or historic negative experiences of schooling.

A wide range of PSA-led initiatives—such as regular coffee mornings, open-door drop-ins, family learning workshops and targeted parent meetings—has helped transform the school's

relationship with its community. These informal opportunities for connection have encouraged parents to visit the school more frequently, develop positive relationships with staff and engage in their children's education in a more meaningful and consistent way.

Home visits have been a particularly impactful aspect of this work. These visits have helped staff understand family contexts more deeply, remove barriers to communication, and demonstrate the school's commitment to partnership rather than judgement. This relational approach has been especially important for vulnerable families, including those receiving social care support or those experiencing financial hardship, unstable housing, or difficulties with routines and attendance.

Communication through Class Dojo has also played a vital role. By providing accessible, frequent and immediate channels for updates, praise, reminders and pastoral contact, Dojo has strengthened home-school dialogue and increased parental confidence in reaching out for help or clarification. This has improved consistency between school and home expectations and supported families in reinforcing learning behaviours.

As a result of these combined approaches, parental attendance at school events, assemblies, reading cafes and workshops has risen noticeably. The strengthened relationships have contributed directly to improvements in attendance, behaviour and pupil wellbeing, establishing a more cohesive and supportive school community.

8. Enrichment, Cultural Capital and Equity of Access

Ensuring that disadvantaged pupils have equitable access to high-quality enrichment experiences has been a central pillar of the school's Pupil Premium strategy. Given the acute deprivation in the local community and the limited opportunities many families can provide outside school, the school has prioritised funding and designing experiences that broaden pupils' horizons, develop cultural capital and inspire aspiration.

All disadvantaged pupils are fully supported to participate in a wide range of enrichment opportunities, including residential trips, music tuition, sporting events and local cultural experiences such as beach trips, city walks and visits to historical and artistic venues. These experiences are carefully planned to connect with and enrich curriculum learning, ensuring that pupils can draw on real-world experiences to deepen understanding, strengthen vocabulary and improve engagement in classroom tasks.

By embedding enrichment throughout the curriculum, the school supports pupils in building background knowledge, developing tier 2 and tier 3 vocabulary and experiencing the world beyond their immediate environment. These improvements in cultural capital have had a positive knock-on effect on writing outcomes, reading comprehension and pupil engagement,

with teachers reporting richer oral language, improved confidence and greater enthusiasm for learning.

The school's commitment to ensuring every child can access these opportunities—irrespective of financial circumstance—has been vital in leveling the playing field for disadvantaged pupils and raising aspirations across the school.

9. Summary of Impact Across the Strategy

Across the three-year strategy, the school has achieved significant progress in key areas that support both academic excellence and the wider development of its students. Achievement gaps have been narrowed through targeted interventions and tailored support, ensuring that all pupils, regardless of background, have equitable opportunities to succeed. Attendance has improved through consistent monitoring, pastoral care and engagement initiatives, fostering a culture of regular school participation. Early reading skills have been strengthened via focused phonics programs and early literacy initiatives, providing a strong foundation for future learning. Teaching and learning have been enhanced through professional development and the embedding of effective pedagogical approaches, resulting in more engaging and impactful classroom experiences. Parental engagement has been raised through strengthened communication and collaborative initiatives, promoting active family involvement in the school community. Additionally, wellbeing provision has been expanded, supporting students' mental health, resilience and overall sense of belonging. Collectively, these improvements reflect the positive impact of the strategy, creating a supportive, inclusive and high-achieving school environment.

10. Priorities for 2025-2026

The school will now focus on further raising writing outcomes, ensuring that all pupils develop strong skills in composition, grammar, and vocabulary across the curriculum. In mathematics, emphasis will be placed on deepening pupils' reasoning and problem-solving abilities, enabling them to apply their knowledge confidently in a range of contexts. In the Early Years Foundation Stage, the school will strengthen early language development through enriched speaking, listening and vocabulary-building opportunities, laying the groundwork for future literacy and learning. At the same time, the school is committed to sustaining its trauma-informed practices and attendance-improvement strategies, ensuring that all pupils continue to benefit from a safe, supportive and inclusive environment that promotes wellbeing, engagement and academic success.