

Pupil premium strategy statement: De La Salle School, Basildon 2025-28

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	De La Salle
Number of pupils in school	771
Proportion (%) of pupil premium eligible pupils	32.55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	Dec 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Paul Norris
Pupil premium lead	Mrs H Butler
Governor / Trustee lead	Sarah D'Lima

Detail	Amount
Pupil premium funding allocation this academic year	£275,425
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	£275,425

Statement of intent

Pupil Premium Strategy – Statement of Intent

*Our intention is that **all pupils – irrespective of their background or the challenges they face – thrive, make strong progress, and achieve highly across the curriculum.** We are committed to ensuring that every young person is equipped with the knowledge, skills and confidence they need to succeed.*

*The focus of our Pupil Premium strategy is to ensure that **disadvantaged pupils achieve as well as their peers**, including those who are high attainers. We recognise the additional challenges faced by vulnerable pupils—such as those with a social worker or young carers—and the activity outlined within this strategy is designed to support their needs.*

***High-quality teaching is at the heart of our approach.** Research consistently shows that excellent teaching has the greatest impact on closing the attainment gap, while also strengthening outcomes for non-disadvantaged pupils. We therefore prioritise strategies that enhance classroom practice, deepen subject expertise, and ensure that all pupils experience a curriculum that challenges, inspires and enables them to achieve.*

*Our strategy aligns with wider school priorities, including targeted academic support and tutoring. Through a personalised curriculum, specialist teaching, and a stimulating learning environment, we aim to provide opportunities that allow every pupil to **grow, develop and thrive.***

We adopt a whole-school approach in which:

- ***Disadvantaged pupils are consistently challenged** in the work they are set.*
- ***Intervention is timely**, informed by robust diagnostic assessment.*
- ***All staff share responsibility** for the outcomes of disadvantaged pupils and maintain high expectations of what they can achieve.*
- *We **direct resources where they will make the greatest difference**—most often in the classroom, where high-quality teaching and strong relationships have the greatest impact.*

*We recognise that disadvantaged pupils may face a range of barriers to learning. As a school, we are committed to ensuring that these pupils are **supported to achieve at least as well as their peers**, not only academically but also in their wider personal development.*

Personal Development

Beyond academic learning, we take an integrated approach to personal development, focusing on nurturing the whole child. Our Personal Development programme supports the social, emotional and personal growth of all students, enabling them to build resilience, develop character, and participate confidently in wider school life.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	<p>Despite making positive progress and achieving outcomes, disadvantaged pupils at De La Salle continue to underperform in comparison with their non-disadvantaged peers at KS4. This gap is particularly evident in GCSE subjects with high literacy demands, such as English Language (gap of 0.70), where disadvantaged pupils achieve lower outcomes than their peers.</p> <p>Similarly, attainment gaps persist in subjects requiring complex problem-solving and multi-step reasoning, including Combined Science (gap of 0.69) and Mathematics (gap of 0.84). As a result, disadvantaged pupils' outcomes remain lower across key accountability measures, including Progress 8, Attainment 8, and the proportion of pupils achieving grades 4 and 5 or above in English and Mathematics.</p> <p>Closing these gaps remains a priority, with a focus on further improving both progress and attainment for disadvantaged pupils at KS4.</p>
2 Reading and oracy	<p>Assessment and observations indicate that disadvantaged pupils at KS3 have weaker reading comprehension and oracy skills than their non-disadvantaged peers. While a number of pupils, including disadvantaged pupils, enter the school not secondary ready, gaps widen over time as success across the curriculum increasingly depends on</p>

	vocabulary, background knowledge, wider reading, and confident spoken language.
3 Attendance	Attendance data over the last three years shows that disadvantaged pupils' attendance is on average around 5% lower than that of non-disadvantaged pupils across Years 7–11 (all pupils: 92.1% vs disadvantaged pupils: 85.9%). While attendance for disadvantaged pupils is broadly in line with national averages (85.9% vs 86% nationally), a significant internal attendance gap remains (non-disadvantaged: 94.4% vs disadvantaged: 85.9%), including higher rates of persistent absence. This reduced attendance limits disadvantaged pupils' access to the curriculum and negatively impacts progress and attainment. Analysis of attendance, behaviour, and pastoral data indicates that SEMH needs are a significant contributing factor to absence, making improved attendance and targeted pastoral support a key priority.
4 Dysregulation	Behaviour data, including records of concerns and suspension rates, shows that disadvantaged pupils are disproportionately represented compared to their non-disadvantaged peers. While suspension rates for disadvantaged pupils are below national averages across most year groups , they remain nearly double the in-school average , indicating a persistent internal gap. Analysis of behaviour, attainment, and pastoral data suggests that many of these pupils are lower prior attainers who struggle with self-regulation and emotional regulation , particularly when faced with challenging tasks, transitions, or sustained cognitive demand. Addressing self-regulation and SEMH-related barriers is therefore a key priority to improve behaviour, inclusion, and academic outcomes.

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
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<p>Improve outcomes</p> <p>Overall progress/attainment for disadvantaged students is in line with their non-disadvantaged peers (and significantly above national)</p>	<p>Intended Outcomes (by the end of 2026/27)</p> <ul style="list-style-type: none"> Disadvantaged pupils achieve Progress 8 outcomes in line with, or exceeding, national averages for all pupils. An increase in grades 7–9 achieved by high-attaining disadvantaged pupils, demonstrating improved stretch and challenge. Lesson observations and learning walks show sustained improvements in pupil engagement, including increased resilience, participation, and on-task behaviour. Increased attendance and engagement of disadvantaged pupils in targeted revision and intervention opportunities. <p>Key Stage 4 Outcomes (2025/26)</p> <ul style="list-style-type: none"> Disadvantaged pupils' progress places the school in the top quartile for similar schools. Overall attainment at KS4 is at least in line with national averages for all pupils. The gap in progress and attainment between disadvantaged and non-disadvantaged pupils in core subjects (English, Mathematics, and Science) is significantly reduced.
<p>Improved literacy and numeracy, including secure reading comprehension across KS3, so that disadvantaged pupils can access the full curriculum and engage confidently with learning across all subjects.</p>	<p>KS3: At least 90% of pupils read at or above chronological age, with standardised reading scores in line with or above national averages and a reduced gap between disadvantaged and non-disadvantaged pupils.</p> <p>Disadvantaged pupils demonstrate secure reading comprehension and disciplinary literacy, enabling them to participate confidently in classroom discussions and access increasingly complex subject content.</p>

	<p>KS4: Disadvantaged pupils achieve GCSE English Language and Mathematics outcomes (including grade 4+) in line with or exceeding national averages for all pupils.</p> <p>Progress 8 and subject outcomes show that disadvantaged pupils make at least the expected progress, with an increasing proportion exceeding national progress benchmarks.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> <p>High levels of independent learning and self-regulation</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</p> <p>2025/26 evidence on independent learning to include:</p> <ul style="list-style-type: none"> ● quantitative data homework completion ● survey data about all students' study habits
<p>Provide meaningful support to students with SEMH problems</p> <p>High levels of wellbeing and a clear sense of belonging and inclusion</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations. ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● a narrowing of the gap of behaviour incidents & achievement points. ● Reduction in behaviour sanctions to increase time in lessons and therefore for students to be in line with expected progress.
<p>To achieve and sustain improved attendance levels for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance levels improve and are sustained for all pupils, with a particular focus on disadvantaged pupils. From 2025/26, high attendance to school and lessons is evidenced by:</p> <ul style="list-style-type: none"> ● an overall absence rate of no more than 5%; ● a reduction of at least 2% in the attendance gap between disadvantaged and non-disadvantaged pupils; ● persistent absence rates for disadvantaged pupils that are in line with or below national

	<p>averages; and</p> <ul style="list-style-type: none"> ● attendance for disadvantaged pupils that is at least in line with national averages
<p>Improved engagement of all families.</p> <p>Staff promote positive relationships with parents</p>	<p>An increased attendance at school events by all families, including parents evenings, masses and awards evenings.</p> <p>Parents of PP students become empowered to work with school to support engagement and progress.</p>
<p>Students use their full FSM / PPG allocation.</p>	<p>Increased participation in extracurricular activities and visits. All students entitled to FSM use their daily food allocation to enable them to be prepared for their daily learning.</p>
<p>Provide opportunities for enhancing the experiences of students. Develop 'cultural capital' within the curriculum Improve aspirations for post-16 destinations</p>	<ul style="list-style-type: none"> ● PP students are able to take part in STEM opportunities throughout the school ● 100% of PP students to complete a mock interview with a member of the local community ● Increase in percentage of PP students achieving Bronze DofE ● NEET figures for PP are lower than the national average ● Increased attendance for PP at enrichment opportunities e.g. scholars programme

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: £137,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaff core curriculum subjects so that there is increased capacity and to support	Evidence to support teacher development and targeted academic support is robust. Creating the capacity should give these activities the most chance of success. On	All

<p>students through intervention.</p>	<p>average the EEF states that smaller class sizes improves learning by 2 months</p>	
<p>Purchase of standardised diagnostic assessments. Making better use of assessment so we can identify issues early.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly and systems improved to ensure regular reviews of progress.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	<p>1, 2, 3</p>
<p>Developing teaching of Tier 2 and Tier 3 vocabulary Improve the subject-specific teaching and support of reading, writing and oracy in all lessons</p>	<p>EEF states that reading comprehension strategies can have a positive impact of 6 months +</p> <p>When it comes to vocabulary at the age of five, there is a 27% gap between the lowest and highest income quintiles. Language is key to success in accessing the curriculum (Addressing Educational Disadvantage in Schools and Colleges: The Essex Way, Marc Roland, 2021) Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy. There is significant evidence that improve students' reading comprehension and vocabulary skills impacts attainment at GCSE.</p>	<p>ALL</p>
<p>All students in years 7-8 to develop their vocabulary knowledge and improve their reading ability</p>	<p>Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE.</p> <p>Explicit approaches and techniques are taught to improve comprehension</p>	

<p>Reading and vocabulary development will be prioritised across the curriculum</p> <p>Paired Reading/Lexia</p>	<p>of written texts. These include inferring meaning from context; summarising or identifying key points; developing questioning strategies; monitoring their own comprehension and then identifying and resolving difficulties for themselves. EEF - Reading comprehension strategies have a high impact on average (+6 mo</p> <p>Peer tutoring EEF Toolkit</p>	
<p>LSA training / HLTA training</p> <p>Classroom Support</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes; however, how TA's are deployed is key</p> <p>EEF states that positive TA support in the classroom and delivering 1:1 and small group tuition can have a positive impact of 4 months +</p>	<p>All</p>
<p>Restorative Justice practice developed</p>	<p>Training students in restorative practices allows them to develop skills to manage and deal with conflicts independently, making them active members of school life and decision-making processes (<i>Int. J. Environ. Res. Public Health</i> 2022, <i>19</i>(1), 96; https://doi.org/10.3390/ijerph19010096),</p>	<p>All</p>
<p>CPD for teaching and learning</p>	<p>Whole-school and targeted CPD will be used to strengthen teaching quality by enabling staff to develop and apply evidence-informed teaching strategies, share best practice, and refine approaches that improve outcomes for all pupils, particularly disadvantaged pupils. This sustained professional learning will enhance teachers' ability to meet diverse learner needs while</p>	

	supporting staff development and retention.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
English & Maths Tuition	Tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind in small groups. EEF states that on average students receiving 1:1 or small group interventions make on average 4 to 5 months of progress over the course of a year.	All
Tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind in small groups. See EEF evidence findings around small group intervention.	Reading comprehension strategies can have a positive impact on students' reading ability. See EEF evidence on reading intervention strategies .	All
NGRT and Star Reader used to track student progress at KS3 and to direct targeted and evidence based interventions	Regular tracking will enable a clear and measurable way to review and refine our targeted literacy intervention programme Provide high-quality literacy interventions for struggling students (EEF Improving Literacy guidance report, 2019)	All
GCSE Focus groups	Positive impact in previous years – student comments on GCSE preparation	All

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for hardship.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Provides financial relief for students and their families. Spending from this fund can be academic or pastoral and is provided based on need</p>	All
<p>Mentoring: Year 9 boys & girls groups.</p> <p>Bar 'n' Bus mentoring</p>	<p>Based on our experiences students from these key groups benefit from the sessions which are reflected in their overall school experience and outcomes.</p> <p>EEF states that mentoring has on average 2 months attainment progress.</p>	All
<p>1:1 mentoring from the schools counsellors/ Use of in-school counsellor to support SEMH</p>	<p>Health and wellbeing of all students is paramount to their academic successes. Increasing evidence of Social Emotional and Mental Health Problems in young people following the Pandemic. Research suggests social and emotional learning can add 4 months (EEF Toolkit, 2021)</p>	All
<p>Ensure all identified PP students with poor attendance to school have access to key staff including Home School Attendance Officer, Heads of House</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 	All

	<ul style="list-style-type: none"> • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>Attendance of disadvantaged students is lower than their peers – thus affecting their learning hours in school and can cause them to fall behind. Prior personalised plans have shown positive outcomes on attendance.</p>	
Summer School	On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.	ALL

Total budgeted cost: £ 275,425

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 in the 2023 to 2024 academic year.

Overall Outcomes – Progress Evaluation: Average Progress

While recognising the need for caution when making direct comparisons with previous years, outcomes indicate that the **attainment of disadvantaged pupils has declined slightly since 2023**. Increases in KS2 prior attainment across cohorts have contributed to the **disadvantage gap remaining**, although in 2025 the gap in **Attainment 8 narrowed by 1.22 points**. This suggests emerging improvement, but outcomes remain an ongoing priority.

Teaching – Progress Evaluation: Good Progress

De La Salle maintains a strong focus on **high-quality teaching**, in line with EEF guidance. Investment in **smaller class sizes for lower prior-attaining pupils**, alongside deployment of experienced and effective teachers, has supported pupil confidence, engagement, and learning.

There has been **good progress in staff understanding of disadvantage and the school's strategy**. Evidence from learning walks, departmental reviews, and book scrutiny shows that disadvantaged pupils receive **targeted support**, particularly through high-quality feedback and effective assessment practices. Pupils are clear about what they have achieved and the steps needed to improve.

The school's **graduated approach to reading** supports struggling readers through targeted interventions, including **Lexia, Accelerated Reader**, and bespoke programmes delivered by a **Specialist Teacher of Literacy**. Whole-school reading initiatives, including **DEAR and DEAL**, are now firmly embedded, alongside a growing focus on **disciplinary literacy and subject-specific academic reading** across the curriculum.

Targeted Academic Support – Progress Evaluation: Average Progress

Established and well-structured **tuition cycles** have improved consistency, engagement, and the quality of specialist intervention across the school. Evaluation of

tuition programmes indicates that pupils make **positive progress**, particularly in KS3. In the last academic year, the attainment gap between pupils who received tuition and those who did not was minimal (**KS3 average difference of -0.05**), suggesting a stabilising effect, though further impact is required to accelerate progress.

Wider Strategies – Progress Evaluation: Average Progress

Overall attendance remains **broadly in line with national averages**; however, a **persistent attendance gap** between disadvantaged and non-disadvantaged pupils remains a concern. Despite sustained pastoral and SEMH support, disadvantaged pupils continue to be disproportionately represented in absence figures.

The appointment of a **dedicated Pupil Engagement Lead** is beginning to improve engagement with some hard-to-reach families. The school continues to prioritise **mental health support**, despite high referral levels, and remains committed to **Trauma-Informed Practice and Restorative Approaches**, supported through ongoing staff training. While early indicators are positive, these strategies require further embedding to secure sustained improvement in attendance and engagement.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a

What was the impact of that spending on service pupil premium eligible pupils?	n/a
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Further information (optional)

At De La Salle we are a cohesive Catholic community school. We have a strong ethos that helps all students regardless of their faith or status. All students are encouraged to participate in a range of activities, whether sporting or academic. We use PPG money to part fund IAG activities such as Enterprise Events or the Brilliant Club.

We are a strong advocate of the 'Make Happen' project, which enables all students to participate in a number of hands-on and virtual events. These activities have enabled students to see that there are a number of possibilities post 16 available to them. We have a robust partnership with Essex University which will enables aspirational opportunities for all of our students.