

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 Bede's Catholic Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 (Current year) – 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	November 2023
Statement authorised by	Leigh-anne Young (Head Teacher)
Pupil premium lead	Leigh-anne Young (Head Teacher)
Governor / Trustee lead	Laura Metcalf (Linked Governor for Safeguarding and Vulnerable Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,290
Recovery premium funding allocation this academic year	£7,452
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£81,742

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

It is our intention that all pupils, irrespective of their backgrounds or the challenging circumstances that they face, make good progress in all areas of their learning, achieving high standards across all curriculum areas and indeed in all areas of their development. The focus of our Pupil Premium Strategy is to support our disadvantaged pupils to further raise attainment and narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We will consider the individual challenges faced by our vulnerable pupils and seek to provide the relevant support in each case to support them in achieving their goals.

Quality-First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require most support – in our particular case this focuses predominately on English and maths teaching and learning. High quality teaching is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils whilst simultaneously benefitting our non-disadvantaged pupils. Implicit in the intended outcomes outlined below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to the wider school planning focusing on the recovery curriculum, the targeted support through the National Tutoring Programme will support both our disadvantaged and non-disadvantaged pupils who have been worst affected by the challenging times that we have faced due to the pandemic.

Our strategy is based on a thorough knowledge of our pupils, and their individual needs and challenges, we aim to provide support / intervention in various forms from quality-first teaching to 1:1 interventions, where appropriate. Our approach is founded on a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	A large proportion of our disadvantage pupils come from homes that are unable to support a positive reading culture and do not have easy access

	to quality reading materials – this impacts on the development of our pupils as readers but also impacts on their attainment in all curriculum areas
2	A proportion of our families live in deprivation and poor living conditions, this can impact on pupil's self-esteem and resilience and often on their ability to access enrichment activities
3	Lower level of parental support and engagement / understanding of curriculum expectations, this can lead to limited aspirations for our disadvantaged pupils
4	Observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps – evident across all age groups
5	Limited life and cultural experiences mean that some children's narrow breadth of experiences not only creates a limited understanding of the outside world but also create difficult to relating to texts or understanding vocabulary – this is significantly evident for our disadvantaged pupils
6	Observations and discussions have identified social and emotional issues for a proportion of our pupils with the additional impact of COVID 19 on pupil's emotional health and well-being – this can impact on self-esteem, confidence in learning and resilience These challenges have impacted more significantly on our disadvantaged pupils - findings are supported by national studies.
7	Disadvantaged pupils' attendance: 33% of our current disadvantaged pupils' attendance last academic year was below 95% with 21% of that group being below 90%

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
Improve oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significant improvements to oral language among our disadvantaged pupils – greater engagement in lessons and attainment in ongoing assessments. End of EYFS outcomes and end of Key Stage outcomes (1 and 2)
Improve reading attainment and progress among disadvantaged pupils	End of Key Stage 2 reading outcomes show that the gap is closing between attainment and progress between our disadvantaged and non-disadvantaged pupils

Reduce the achievement gap between disadvantaged and non-disadvantaged pupils	End of Key Stage 2 assessment outcomes show that the gap is closing between attainment and progress between our disadvantaged and non-disadvantaged pupils
Ensure disadvantaged pupils make progress in English and maths at a similar rate to non-disadvantaged pupils	End of Key Stage 2 assessment outcomes show that the gap is closing between attainment and progress between our disadvantaged and non-disadvantaged pupils
To promote positive attendance and support families in need to achieve and sustain improved attendance, particularly for disadvantaged pupils	Overall attendance rate improved and sustained, particularly for our disadvantaged pupils
To promote positive attitudes and well-being, particularly for disadvantaged pupils, raising aspirations, motivation and engagement	Increased participation and involvement in enrichment activities, particularly for our disadvantaged pupils

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils, including those older pupils who did not pass the phonics screener</p> <p>Training all staff to support interventions higher up the school.</p>	<p>Teaching a phonics approach has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>(Education Endowment Foundation – Phonics Guidance)</p>	<p>1,3,4</p>
<p>Enhance teaching and learning by accessing high quality CPD and resources – teachers and teaching assistants</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap....A growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil</p>	<p>1,3,4,5</p>
<p>Reduce adult to pupil ratio and increase high quality adult support in all year groups – employ a TA full time to reduce class sizes and facilitate small group teaching to build on attainment and progress.</p> <p>Enhancing Quality First Teaching.</p>	<p>outcomes....Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.</p> <p>(Education Endowment Foundation – Effective Professional Development Guidance)</p> <p>TAs should add value to what teachers do, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost through high quality classroom teaching..... Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent</p>	<p>1,3,4,5</p>

	<p>impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>(Education Endowment Foundation – Making the Best Use of teaching Assistants Guidance)</p>	
<p>Embed dialogic activities across the school curriculum, supporting pupils to articulate ideas and consolidating understanding and extending vocabulary – purchase relevant resources (NELI, TalkBoost, Same Day Interventions, Text Talk Reading Intervention)</p>	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication.</p> <p>(Education Endowment Foundation – Preparing for Literacy Guidance, Improving Literacy in Key Stage 1 Guidance and Improving Literacy in Key Stage 2 Guidance)</p>	1,3,4

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Build on School-Led Tutoring model introduced mid-way through last academic year – focused intervention programme</p>	<p>High quality targeted support can ensure that children falling behind catch up as quickly as possible.</p> <p>Small-group support is more likely to be effective when children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere.</p> <p>(Education Endowment Foundation – Preparing for Literacy Guidance, Improving Literacy in Key Stage 1</p>	1,3

	Guidance and Improving Literacy in Key Stage 2 Guidance)	
Provide 1:1 or small group focused intervention for all pupils (Reading interventions – BRP, LEXIA, IDL and reading miles, writing interventions – Write Away, phonics / spelling input, maths intervention – IDL, Vocabulary Ninja, Success in Maths, Times Table Rock Stars and basic number facts)	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. (Education Endowment Foundation – Making the Best Use of teaching Assistants Guidance) High quality targeted support can ensure that children falling behind catch up as quickly as possible.	1,3,4,5
Purchase resources to enhance teaching and learning and improve levels of engagement – improve listening, narrative and vocabulary skills (High quality reading materials to supplement existing books, Learning by Questions, Now Press Play, Pobble Subscription)	Small-group support is more likely to be effective when children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere. (Education Endowment Foundation – Preparing for Literacy Guidance, Improving Literacy in Key Stage 1 Guidance and Improving Literacy in Key Stage 2 Guidance)	1,3,4,5

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support – Employment of PSA to work with families in need and to monitor and promote good attendance	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course	2,3,6,7

	<p>of a year.... Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs area greater.</p> <p>(Education Endowment Foundation Working with Parents to Support Children’s Learning Guidance)</p>	
THRIVE Approach – purchase online THRIVE resource package to support pupil wellbeing and social and emotional development	<p>‘Social and Emotional Skills’ are essential for children’s development, support effective learning, and are linked to positive outcomes in later life. When carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers.</p>	2,3,6
THRIVE Approach – develop an additional break out THRIVE space for 1:1 and small group work (nurture group space)		2,3,6
Counselling Service / SEMH Support – fund a school counsellor to work in school for one morning each week to support some of the most vulnerable pupils	<p>(Education Endowment Foundation – Social and Emotional Learning Guidance)</p> <p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</p> <p>Developing pupil’s metacognitive knowledge of how they learn – their knowledge of themselves as a learner, of strategies, and of tasks – is an effective way of improving pupil outcomes.</p> <p>(Education Endowment Foundation – Metacognition and Self-Regulated Learning Guidance)</p>	6
Enrichment of opportunities beyond the normal school curriculum – subsidise extra-curricular activities to ensure that disadvantaged pupils are able to access the opportunities		2,5,6
Subsidise Visits for disadvantaged pupils		2,5,6

to ensure that access for all pupils		
Enhance the school environment – purchase additional outdoor equipment / activities to support structured, safe and engaging outdoor time and improving behaviour, motivation and engagement		6

Total budgeted cost: £81,000

(Contingency £742)

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 2021 to 2022 academic year.

A SIGNIFICANT NUMBER OF ALL PUPILS WERE NEGATIVELY IMPACTED BY THE PRIOR SCHOOL CLOSURES AND THE LONG-TERM IMPACT OF COVID. FAR GREATER TIME WAS SPENT WITH REGARD TO WELL-BEING AND PUPIL (AND PARENT) SUPPORT. OUR CHILDREN WERE STARTING FROM A MUCH LOWER BASELINE AT THE START OF THE ACADEMIC YEAR AND THIS HAS GREATLY IMPACTED ON END OF YEAR ATTAINMENT – PROGRESS IS EVIDENCED.

Academic:

Phonics:

- Purchased and introduced new validated systematic synthetic phonics programme
- EYFS / KS1 Phase Leader trained in new scheme and disseminated information to team
- Year 1 Phonics screener: 79% (.....PP) – above national average of 75% – data shows impact

Year 2 boosters: Additional support for Y2 class

Year 6 boosters: Provide additional 1:1 / small group focused intervention for disadvantaged children

Aim / Outcomes: To narrow the achievement gap by the end of year in reading, writing and maths. Ensuring that a greater number of disadvantaged pupils achieve on or above expected standards.

- **Year 2 end of year results:**
Reading: 60% of children achieved expected level+ (45% PP)
Writing: 56% of children achieved the expected level+ (36% PP)
Maths: 60% of children achieved expected level+ (45% PP)
- **Year 6 end of year results:**
Reading: 75% of children achieved expected level+ (50% PP)
Writing: 72% of children achieved the expected level+ (externally moderated) (17% PP)
Maths: 66% of children achieved expected level+ (33% PP)

KS2 Support : TA support for Y3 – Y5 class

Aim / Outcomes: Ensuring that a greater number of disadvantaged pupils achieve on or above expected standards.

- **Year 3 Autumn results → end of year results:**
Reading:
Autumn:
Whole class - Emerging: 36%, Developing: 7%, Expected: 39%, Exceeding: 18%
PP – Emerging: 56%, Developing: 11%, Expected 33%
End of Year:
Whole class – Emerging 14%, Developing: 36%, Expected 39%, Exceeding: 11%
PP – Emerging: 11%, Developing: 56%, Exceeding: 33%
Writing:
Autumn:
Whole class - Emerging: 14%, Developing: 57%, Expected: 29%
PP – Emerging: 11%, Developing: 78%, Expected 11%

End of Year:

Whole class – Emerging 14%, Developing: 36%, Expected 46%, Exceeding: 4%

PP – Emerging: 11%, Developing: 56%, Exceeding: 33%

Maths - Arithmetic:

Autumn:

Whole class - Emerging: 43%, Developing: 18%, Expected: 18%, Exceeding: 21%

PP – Emerging: 56%, Developing: 33%, Expected 11%

End of Year:

Whole class – Emerging 25%, Developing: 11%, Expected 50%, Exceeding: 14%

PP – Emerging: 33%, Developing: 11%, Exceeding: 56%

- **Year 4 Autumn results → end of year results:**

Reading:

Autumn:

Whole class - Emerging: 39%, Developing: 29%, Expected: 29%

PP – Emerging: 100%, Developing: 0%, Expected 0%

End of Year:

Whole class – Emerging 39%, Developing: 29%, Expected 19%, Exceeding: 13%

PP – Emerging: 67%, Developing: 0%, Exceeding: 33%

Writing:

Autumn:

Whole class - Emerging: 39%, Developing: 32%, Expected: 19%, Exceeding: 6%

PP – Emerging: 100%, Developing: 0%, Expected 0%

End of Year:

Whole class – Emerging 45%, Developing: 35%, Expected 13%, Exceeding: 6%

PP – Emerging: 100%, Developing: 0%, Expected: 0%

Maths - Arithmetic:

Autumn:

Whole class - Emerging: 26%, Developing: 26%, Expected: 16%, Exceeding: 29%

PP – Emerging: 67%, Developing: 33%, Expected 0%

End of Year:

Whole class – Emerging 39%, Developing: 23%, Expected 23%, Exceeding: 16%

PP – Emerging: 100%, Developing: 0%, Exceeding: 0%

- **Year 5 Autumn results → end of year results:**

Reading:

Autumn:

Whole class - Emerging: 13%, Developing: 27%, Expected: 60%

PP – Emerging: 25%, Developing: 25%, Expected 50%

End of Year:

Whole class – Emerging 10%, Developing: 20%, Expected 63%, Exceeding: 7%

PP – Emerging: 25%, Developing: 0%, Expected: 75%

Writing:

Autumn:

Whole class - Emerging: 30%, Developing: 47%, Expected: 23%

PP – Emerging: 50%, Developing: 50%, Expected 0%

End of Year:

Whole class – Emerging 13%, Developing: 57%, Expected 30%

PP – Emerging: 25%, Developing: 75%, Expected: 0%

Maths:

Autumn:

Whole class - Emerging: 27%, Developing: 33%, Expected: 33%, Exceeding: 3%

PP – Emerging: 25%, Developing: 50%, Expected: 25%

End of Year:

Whole class – Emerging 13%, Developing: 43%, Expected 40%, Exceeding: 3%

PP – Emerging: 25%, Developing: 25%, Exceeding: 50%

Focused Intervention: Targeted intervention programmes Y2-Y6

Aim / Outcomes: Ensuring that a greater number of disadvantaged pupils achieve on or above expected standards.

- Accessed FFT Lightning Squad tutoring programme to support reading – data demonstrated impact in relation to confidence, vocabulary and fluency
- Employed an additional member of staff to release a key teaching assistant to run focused intervention through a school-led tutoring model (January – July)
- End of Key Stage data demonstrates where PP / Non-PP / Class gaps have been reduced in KS1 in reading and maths and in KS2 in reading
- Reading data across Y3, Y4 and Y5 demonstrate progress of attainment over the year and that the gap between PP / Non-PP / Class has been reduced
- Writing data across Y3 and Y5 demonstrates progress of attainment over the year and that the gap between PP/ Non-PP / Class has been reduced
- Generally, data is lower this academic year, particularly in writing and maths (reasoning) due to the challenging circumstances – this will be targeted next academic year

Year 6 Breakfast Booster Classes: Early bird intervention class (with breakfast) prior to the start of the school day

- Year 6 successfully engaged in early bird intervention (large proportion of children attending)
- End of KS2 data demonstrates impact

Curriculum Support: Purchase resources to enhance teaching and learning and levels of engagement

Aim / Outcomes: To narrow the achievement gap by the end of year in reading, writing and maths. Ensuring that a greater number of disadvantaged pupils achieve on or above expected standards.

- Pobble successfully used in Year 6
- Learning by Questions highly successful in Year 6
- Additional reading materials purchased – particularly to support KS2 readers
- End of Key Stage data demonstrates impact

Staff CPD:

Staff all had access to a wide variety of CPD opportunities in a variety of subject areas (combination of virtual CPD and face-to-face) → building staff competence, confidence and skills

Well-Being:

Family support / Attendance: Parent support advisor who will work with families in need and monitor and promote good attendance and punctuality.

Aims / outcomes: To promote positive attendance and support families in need. Attendance to stay above the National Average.

- PSA has supported numerous families
- Attendance has been lower this year due to the a large proportion of families taking holidays in term time due to holidays being postponed / rescheduled due to Covid. We have been working very closely with families
- Additional PSA time to assist specific vulnerable children / families really supported improved attendance

Pupil support / Well-being:

Aims / outcomes: To promote positive attitude and mental well-being

- THRIVE work continues throughout school
- THRIVE room is available for those children requiring a personal space to regulate
- Second THRIVE room has been created as a 1:1 / small group activity space providing an additional space for SEMH lead to work with children (greater need for SEMH support)

Counselling Service / SEMH Support: Purchase a counsellor to work in school for one morning each week to support some of the most vulnerable pupils

Aims / outcomes: To promote positive attitude and mental well-being

- Counsellor employed for ½ day a week across the year
- Additional PSA/ SEMH Lead time to assist specific vulnerable children / families

Pre-school care: Free places for those in most need to pre-school club.

Aims / outcomes: Improved attendance and punctuality. Support for working families to access child-care before the working day.

- 50% contribution paid towards Pupil Premium children to attend morning activity club run by Premier Sports (external provider)

Enrichment and Enhancement:

Enhancement of opportunities beyond the normal school curriculum: Opportunities offered to extend learning opportunities outside of the classroom. School to subsidise to ensure access for all pupils

Aims / outcomes: Raise aspirations, improve motivation and engagement and improve self-esteem

- 50% contribution paid towards Pupil Premium children to attend after-school activity club run by Premier Sports (external provider) – archery club, boxing, fencing, drama, dance
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Subsidised visits: School visits and residential visits subsidised to ensure access for all pupils. Pay approximately 50% towards visits.

Aims / outcomes: Raise aspirations and inclusion for all pupils.

- 50% contribution paid towards Y5 and Y6 residential visits for pupil premium children
- 50% contribution paid towards end of year visits for all pupil premium children
- 50% contribution paid towards swimming for pupil premium children

Music provision: Extend opportunities for pupils to access to the music curriculum, including after school choir

Aims / outcomes: Raise aspirations, motivation and engagement

- High quality music provision provided by peripatetic music specialist (1 day each week)

Enhance School Environment: Provide outdoor equipment to support structured, safe and engaging outside time which also supports learning

Aims / outcomes: Increase pupil enjoyment, improve behaviour, motivation and engagement

- Purchased additional small equipment for both KS1 and KS2 yard
- Developed and improved garden area – gardening club / pupil engagement
- Interactive / engaging / activity signs and panels for KS1 and KS2 yard