



St Bede's Catholic Primary

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
St Bede's Catholic Primary School	
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2023/24
Date this statement was published	November 2021



Dates on which it will be reviewed	July 2022
Statement authorised by	Mary Brown-Executive Headteacher
Pupil premium lead	Rhiannon Ellis
Governor / Trustee lead	Gillian Nimer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18, 830
Recovery premium funding allocation this academic year	£2030
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	£20860



Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The percentage of our pupils eligible for pupil premium is lower than the national 2020/21 average (20.8%).

At St Bede's, it is our intention to close the gap between disadvantaged and their non-disadvantaged peers. To do this, pupils' specific needs are identified promptly through: constant communication in school; progress meetings with leaders/teachers and data tracking systems.

Pupil Premium children at St Bede's Catholic Primary School will make at least expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. Progress is monitored and, through moderation and evaluation, amendments are made to support the child's learning.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

For all of our pupils (disadvantaged and not) we aim to enhance parental engagement and self esteem, increase life aspirations, and ensure every child fulfils their social, emotional, academic and spiritual potential. We aim to do this through a bespoke well-being offer and a broad, balanced and rigorous curriculum which ensures children have access to high-quality adult support through targeted intervention programmes.



We endeavour to ensure that all pupils and families (disadvantaged or not) can engage in all aspects of school life equally.

This strategy plan works towards these objectives by ensuring that adequate time and funding is given to high-quality CPD opportunities, including coaching and mentoring.

Our key principles are:

- That all children must have access to an ambitious, well-resourced curriculum.*
- That all children must realise their full potential socially, emotionally, academically and spiritually.*
- That parents and families, as the first teachers of their children, should be fully involved in the life of the school and in their child's education.*

Provision in school is carefully mapped to ensure we can accurately report our policy and spending, agencies contacted where needed; pastoral care organised; timely interventions catered for; extended school activities and school trips supported. The child and its family are at the centre of our planning for pupil premium. We never confuse eligibility for pupil premium with low ability.

Pupil Premium is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data and professional dialogue regularly to check whether interventions or strategies are working and amend where needed, and constantly and rigorously measure the impact to learning.



Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils have lower attendance than the whole school.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Limited/adverse life experiences and opportunities to join in enrichment opportunities. Many of our pupil premium children do not have a range of rich and varied experiences, meaning knowledge of the world and vocabulary acquisition is limited.
4	Outcomes and progress of some pupils are affected by their SEND needs.
5	Some disadvantaged children are attaining lower and making slower progress with reading & language/vocabulary acquisition than their peers.



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
<p><i>To achieve and sustain improved attendance for all pupils, particularly our disadvantage</i></p>	<p>Sustained high attendance by 23/24 demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance is above 97% for all pupils, including disadvantaged • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% lower than their peers
<p><i>To provide opportunities, for all, which will support learning, mental wellbeing, physical health and developing children socially.</i></p>	<p>Children have experienced wider curriculum opportunities, increasing their knowledge and understanding of the world in which they live and the topics being studied. Children benefit from physical and mental health activities.</p>
<p>To ensure staff at all levels receive high quality training and support so they feel confident and have the required subject knowledge in order to teach effectively.</p>	<p>Monitoring shows positive outcomes. Quality first teaching will improve which will impact on accelerating pupil progress which will be evident in data analysis.</p>
<p>To accelerate learning for target pupils in phonic development in order to improve phonics, reading and writing outcomes.</p>	<p>All staff to receive high quality training and teaching phonics and reading in a consistent way. Pupils make rapid progress and</p>



	improve phonics outcomes closing the gap between PP and NPP.
Improved attainment for disadvantaged pupils, particularly those with SEND	KS2 outcomes by 2024/25 show that 100% of disadvantaged pupils meet the expected standard.

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: £ 8,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for all teaching staff to embed quality first teaching strategies based on researched based evidence of best practice and effective instruction (Walk thru training)</i>	EEF Toolkit Maximising Learning "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." EEF Toolkit Mastery suggests +5 months progress.	3, 4, 5



<p><i>Purchase of a DfE validated Systematic Synthetic Phonics Programme and resources and ensure all staff have received official DfE endorsed training to deliver phonics effectively</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>4, 5</p>
<p><i>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches</p>	<p>4</p>
<p><i>Improve the quality of social and emotional (SEL) learning.</i></p> <p><i>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>1, 2, 3</p>



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

Budgeted cost: £ 4,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of phonics resources, reading materials and intervention programmes such as Reading Plus</i>	Identifies strengths and areas of weakness and gives appropriate interventions	4, 5
<i>Effective deployment of Teaching assistants</i>	EEF Toolkit Teaching Assistants suggests +4 months progress.	2, 4, 5
<i>Structured small group interventions</i>	EEF Toolkit Small Group Tuition +4 months progress	2, 4, 5

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

Budgeted cost: £ 8,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Barriers to attending school are identified and actions planned at fortnightly SLT meeting</i></p>	<p>The Department for Education (DfE) published research in 2016 which found that: "The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2."</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>1</p>
<p><i>Ensuring all pupils have access to all extra curricular clubs, enhancements and experiences (including residential)</i></p>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.</p>	<p>3</p>
<p><i>Specialist teaching for music, dance and drama</i></p>	<p>Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music, raising their self-esteem.</p>	<p>1, 3</p>
<p><i>Buying into counselling & therapy to improve emotional well being for pupils when needed</i></p>	<p>Department for Education (2016) Mental health and behaviour in schools: departmental advice for school staff This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. It includes recommendations for practice including positive classroom</p>	<p>1, 2, 3</p>



	management and small group work, social skills development, peer mentoring and support from external bodies. EIF (Early Intervention Foundation) Feb 2020-Trauma-informed care aims to reduce the stress associated with ACE-related trauma and increase children's resilience.	
<i>Reading areas will be enhanced to excite and engage pupils in reading for pleasure</i>	Children who enjoy reading are motivated to read more frequently and make better progress.	3, 5
<i>Contingency fund for acute issues.</i>	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.	

Total budgeted cost: £ 20,860



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Analysing internal progress data from year group to year group has proved challenging this year due to being in lockdown last summer 2020. Some gaps appear to have increased but often this is in year groups where there are lower pp numbers which make one child have a bigger impact.

Our most vulnerable children were invited into school full time during both lockdowns-not all parents took advantage of this offer. All PP children were also offered chromebooks and internet dongles to access learning at home, again not all families engaged with remote learning. This again has impacted on attainment and progress. This has been accounted for in this strategy document and has had an impact on those children and year groups we are targeting currently.

Attendance is also hard to track over the last two academic years due to lockdown and concerns around Covid. Although many Pupil Premium children appear to have improved



attendance during the last academic year, the statistics are unreliable due to who actually attended school and effective engagement with remote learning.

There has been a significant increase in numbers of children and families needing support with emotional wellbeing and mental health, hence why an increased amount of funding is being directed at wider strategies in the new strategy document. Until we have emotionally well children and families it is very hard to address academic gaps effectively.

Below is internal data-gap analysis showing the impact of PP in R, W & M last year.

YEAR 6

Year 6 PP(3) Non PP(22)	Group	End of Y5 Exp (35) 5+		Autumn 1 Exp (35.5)		Autumn 2 Exp (36) 6-		Spring 1 Exp (36.5)		Spring 2 Exp (37) 6=		Summer 1 Exp (37.5)		Summer 2 Exp (38) 6+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	32.0	-3.0			34.7	-1.3			35.3	-1.7			36.3	-1.7
	Non PP	33.2	-1.8			35.7	-0.3			36.7	-0.3			37.7	-0.3
	Gap	1.19				1.05	↓			1.39	↑			1.39	↑
Writing	PP	32.3	-2.7			33.7	-2.3			35.0	-2.0			36.0	-2.0
	Non PP	33.2	-1.8			35.7	-0.3			36.4	-0.6			37.4	-0.6
	Gap	0.90				2.00	↑			1.36	↑			1.36	↑
Maths	PP	32.7	-2.3			34.7	-1.3			35.3	-1.7			36.0	-2.0
	Non PP	33.4	-1.6			35.6	-0.4			36.3	-0.7			37.4	-0.6
	Gap	0.71				0.90	↑			0.98	↑			1.36	↑

YEAR 5

Year 5 PP(4) Non PP(25)	Group	End of Y4 Exp (32) 4+		Autumn 1 Exp (32.5)		Autumn 2 Exp (33) 5-		Spring 1 Exp (33.5)		Spring 2 Exp (34) 5=		Summer 1 Exp (34.5)		Summer 2 Exp (35) 5+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	30.7	-1.3			32.3	-0.7			33.0	-1.0			34.0	-1.0
	Non PP	30.3	-1.7			32.3	-0.7			33.1	-0.9			34.1	-0.9
	Gap	-0.36				-0.04	↑			0.12	↑			0.08	↑
Writing	PP	30.7	-1.3			32.3	-0.7			33.0	-1.0			34.3	-0.8
	Non PP	30.3	-1.7			32.3	-0.8			33.0	-1.0			33.9	-1.1
	Gap	-0.32				-0.08	↑			0.00	↑			-0.33	↓
Maths	PP	31.0	-1.0			32.7	-0.3			33.0	-1.0			34.3	-0.8
	Non PP	30.6	-1.4			32.4	-0.6			33.2	-0.8			34.2	-0.8
	Gap	-0.43				-0.29	↑			0.24	↑			-0.05	↑



YEAR 4

Year 4 PP(1) Non PP(22)	Group	End of Y3 Exp (29) 3+		Autumn 1 Exp (29.5)		Autumn 2 Exp (30) 4-		Spring 1 Exp (30.5)		Spring 2 Exp (31) 4=		Summer 1 Exp (31.5)		Summer 2 Exp (32) 4+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	27.0	-2.0			28.0	-2.0			30.0	-1.0			31.0	-1.0
	Non PP	28.0	-1.0			29.6	-0.4			30.3	-0.7			31.4	-0.6
	Gap	1.05				1.64	↑			0.27	↓			0.41	↓
Writing	PP	27.0	-2.0			29.0	-1.0			30.0	-1.0			31.0	-1.0
	Non PP	28.0	-1.0			29.6	-0.4			30.2	-0.8			31.5	-0.5
	Gap	1.00				0.64	↓			0.18	↓			0.50	↓
Maths	PP	27.0	-2.0			28.0	-2.0			30.0	-1.0			31.0	-1.0
	Non PP	28.2	-0.8			29.8	-0.2			30.3	-0.7			31.7	-0.3
	Gap	1.23				1.77	↑			0.32	↓			0.73	↓

YEAR 3

Year 3 PP(2) Non PP(20)	Group	End of Y2 Exp (26) 2+		Autumn 1 Exp (26.5)		Autumn 2 Exp (27) 3-		Spring 1 Exp (27.5)		Spring 2 Exp (28) 3=		Summer 1 Exp (28.5)		Summer 2 Exp (29) 3+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	24.0	-2.0			25.5	-1.5			26.0	-2.0			27.5	-1.5
	Non PP	24.5	-1.5			26.5	-0.5			27.1	-0.9			28.5	-0.5
	Gap	0.47				0.97	↑			1.11	↑			1.00	↑
Writing	PP	23.0	-3.0			25.5	-1.5			25.5	-2.5			27.0	-2.0
	Non PP	24.4	-1.6			26.5	-0.5			26.8	-1.2			28.3	-0.7
	Gap	1.37				0.97	↓			1.34	↓			1.30	↓
Maths	PP	23.5	-2.5			25.0	-2.0			25.5	-2.5			27.0	-2.0
	Non PP	24.7	-1.3			26.6	-0.4			26.9	-1.1			28.5	-0.5
	Gap	1.18				1.63	↑			1.45	↑			1.50	↑

YEAR 2

Year 2 PP(3) Non PP(25)	Group	End of Y1 Exp (23) 1+		Autumn 1 Exp (23.5)		Autumn 2 Exp (24) 2-		Spring 1 Exp (24.5)		Spring 2 Exp (25) 2=		Summer 1 Exp (25.5)		Summer 2 Exp (26) 2+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	21.0	-2.0			23.3	-0.7			24.7	-0.3			26.0	0.0
	Non PP	21.6	-1.4			23.5	-0.5			24.6	-0.4			25.8	-0.2
	Gap	0.58				0.15	↓			-0.11	↓			-0.20	↓
Writing	PP	21.7	-1.3			22.7	-1.3			23.3	-1.7			25.0	-1.0
	Non PP	21.9	-1.1			23.5	-0.5			24.1	-0.9			25.1	-0.9
	Gap	0.25				0.85	↑			0.75	↑			0.08	↓
Maths	PP	21.3	-1.7			23.7	-0.3			24.0	-1.0			25.7	-0.3
	Non PP	21.8	-1.2			23.8	-0.2			24.7	-0.3			25.8	-0.2
	Gap	0.50				0.13	↓			0.68	↑			0.13	↓



YEAR 1

Year 1 PP(2) Non PP(28)	Group	Y1 Baseline Exp (20) ELG / R+		Autumn 1 Exp (20.5)		Autumn 2 Exp (21) 1-		Spring 1 Exp (21.5)		Spring 2 Exp (22) 1=		Summer 1 Exp (22.5)		Summer 2 Exp (23) 1+	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP					21.0	0.0			22.0	0.0			22.5	-0.5
	Non PP					20.7	-0.3			21.6	-0.4			22.3	-0.8
	Gap					-0.33				-0.43				-0.25	
Writing	PP					21.0	0.0			22.0	0.0			22.5	-0.5
	Non PP					20.7	-0.3			20.9	-1.1			22.1	-0.9
	Gap					-0.33				-1.07				-0.35	
Maths	PP					21.0	0.0			21.5	-0.5			22.5	-0.5
	Non PP					20.7	-0.3			21.4	-0.6			22.3	-0.7
	Gap					-0.33				-0.14				-0.18	

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

Service pupil premium funding (optional)

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



Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>1:1 and small group remote sessions during school closures ensured that eligible pupil was actively engaging in learning during lockdown.</p> <p>Montserrat literacy and numeracy referral and assessments made</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Consistent contact with key adult in school and personalised remote learning ensured pupil's welfare was prioritised and they were able to make a smooth transition back into school.</p> <p>Recommendations of assessments fed into support plan for pupil who was able to make some progress despite a disrupted year.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.