



# Three-Year Pupil Premium Strategy

## SUMMARY INFORMATION

School Name:	St Bede's Catholic Middle School		
CURRENT PUPIL INFORMATION [2021 - 2022]			
Total number of pupils:	660	Total pupil premium budget:	£116,720
Number of pupils eligible for pupil premium:	103	Amount of pupil premium received per child:	£1150 on average

## COHORT INFORMATION OF DISADVANTAGED PUPILS

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	55	55.5%
Girls	46	45.5%
SEN support	35	35%
EHC plan	3	3%
EAL	24	23.8%

## INTENT OF PUPIL PREMIUM STRATEGY

At St Bede's our Pupil Premium Strategy is fundamentally about having a clear ambitious curriculum with the needs of all disadvantaged pupils at the heart of its design. It is executed exceptionally well, and we aim to have good outcomes for all disadvantaged learners that are at least in line with national expectations. We also ensure that the mental health and well-being of all our disadvantaged learners is a priority and acknowledge that this must be in place before academic success can be achieved.

Opportunities are prioritised for disadvantaged pupils, but we are aware that that not all pupils who receive free school meals will be socially disadvantaged. We also recognise, that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Staff are fully aware of the data and progress of all disadvantaged pupils and Pupil Premium leaders ensure that the most suitable interventions are put in place to meet the individual needs of the pupils. We recognise that these can be academic or pastoral focuses depending on the needs of the child. We also aim to give disadvantaged pupils opportunities that might not exist in their lives. We regularly communicate with pupils to find out their views and if these opportunities have been a success, which helps us inform our future planning for the pupil premium funding.

## Assessment data

END OF KS2						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2016/17	2017/18	2018/19
% Achieving expected standard or above in reading, writing and maths	71%	73%	65%	39%	58%	71%
% Making expected progress in reading	76%	84%	73%	55%	82%	76%
% Making expected progress in writing	72%	85%	78%	48%	61%	72%
% Making expected progress in maths	83%	85%	79%	39%	70%	83%

PASTORAL DATA

Look at:	Strengths	Weaknesses
Attendance data	<p>Whole School Attendance well above National – 96.5% (2020-21)</p> <p>This year attendance still exceptional at 96.6%</p> <p>Disadvantaged Pupils attendance 93.3% above National Average for all pupils of 92.7% <a href="#">Attendance in education and early years settings during the coronavirus (COVID-19) outbreak, Week 38 2021 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</a></p>	<p>Gap between PP and Whole Cohort Attendance (3.3%) last year it was over 4%</p> <p>Interventions in place to support this target.</p>
Behaviour data	<p>Only 2 FTE across whole school for Disadvantaged Pupils</p> <p>95% of children have no demerits</p> <p>Interventions in place for Disadvantaged pupils who have any behavioural concerns. Thrive, JAP, Family Support, 1:1 sessions available</p>	
Safeguarding referrals	<p>Highly effective systems in place</p> <p>5 pupils on CP/ CIN all Disadvantaged pupils</p> <p>All pupils on CP/ CIN – meetings are all attended by member of Safeguarding team</p> <p>Recent safeguarding review held by MAC highlighted</p> <p><i>“The DSL uses MyConcern to construct a register of vulnerable children which she reviews regularly with the DSL Team. They review the status of each child and continually shape support to meet need. The DSL briefs the full staff team on the register half termly to ensure they are aware of the vulnerable cohort and understand how they can contribute to support plans and monitor children who are at risk”</i></p>	

## LONG-TERM PLAN (3-YEAR TIMESCALE):

- 1) CONTINUE TO IMPROVE THE QUALITY OF EDUCATION FOR DISADVANTAGED PUPILS – DISADVANTAGED PUPILS ACHIEVE OUTCOMES THAT ARE ABOVE NATIONAL STANDARD TO GIVE THEM THE BEST POSSIBLE LIFE CHOICES, THIS IS A WHOLE SCHOOL PRIORITY FOR ALL CHILDREN.
- 2) CONTINUE TO ENSURE THAT PERSONAL DEVELOPMENT OF DISADVANTAGED PUPILS IS A PRIORITY- PERSONAL DEVELOPMENT FOR ALL STUDENTS IS KEY TO THEM BEING POSITIVE CONTRIBUTORS TO SOCIETY, BUT DISADVANTAGED STUDENT MAY BE VULNERABLE TO ECONOMIC FACTORS THAT INHIBIT THEIR PERSONAL POTENTIAL. THIS IS A WHOLE SCHOOL PRIORITY FOR ALL CHILDREN THAT WE PREPARE THEM TO CONTRIBUTE TO THE “GREATER GOOD”.
- 3) CONTINUE TO ENSURE THAT DISADVANTAGED PUPILS HAVE POSITIVE BEHAVIOUR AND ATTITUDES IN SCHOOL-POSITIVE BEHAVIOUR IN SCHOOL IS LINKED TO POSITIVE BEHAVIOUR IN SOCIETY AND WORLD OF WORK.
- 4) CONTINUE TO HAVE OUTSTANDING LEADERSHIP AND MANAGEMENT OF DISADVANTAGED PUPILS- DISADVANTAGED STUDENTS NEED LEADERS TO BE THEIR ADVOCATES AND THEIR CHAMPIONS.

PRIORITY 1 - CONTINUE TO IMPROVE THE QUALITY OF EDUCATION FOR DISADVANTAGED PUPILS

Member of staff responsible: MRU

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
To use pupil premium funding to narrow the gap of pupil premium pupils in Writing.	Target for the gap to be less than 15% to national (currently 17%)	Use pupil premium funding to support writing by funding for authors to come into school and inspire pupils. Creation of interventions for pupil premium pupils specifically for writing.	EEF- <a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	LMO, English Staff, MRU	June 2022 Reviews in October, December, March.	Timetabled lesson time	Pupils on a trajectory to meet targets in the two pre summer assessment windows at Christmas and Easter.
Improve outcomes for disadvantaged pupils	SATs results above national for disadvantaged pupils	Reducing class sizes in year 6 by employing extra staff to teach extra groups or sets. Disadvantaged pupils to be taught by outstanding members of staff that use metacognitive approaches – thinking about learning and teaching for mastery.	EEF- <a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	MRU, LMO, AWA	June 2022 Reviews in October, December, March.	Timetabled lesson time	SATs practice papers indicate that pupils are on a reasonable trajectory to achieve the target and collective the target of being above national in terms of attainment.

<p>Improve reading abilities of pupils across school.</p>	<p>Reading ages of Disadvantaged pupils increases through AR.</p> <p>SATs show reading scores for Disadvantaged pupils remain above national.</p>	<p>PP funding is used to improve the library environment and stock.</p> <p>To use pupil premium funding to provide Lexia for all disadvantaged pupils that need help with their reading across the school. Targeting disadvantaged pupils with SEND in year 5.</p>	<p>AR Data and Analysis</p> <p>Data analysed at STB over past three years and improvement in SATs results</p>	<p>LMO, TKE, MWE, MRU English Staff</p>	<p>Termly reviews</p>	<p>Extra books in library</p> <p>Lexia system available for all PP pupils that require it</p>	<p>Termly checking that reading ages are at the appropriate trajectory to meet the targets set.</p>
<p>Ensure all disadvantaged pupils have access to remote learning for any lockdowns/ remote working.</p>	<p>Disadvantaged pupils have no dip in contact/ work submitted during a lockdown or isolation</p>	<p>Provide suitable laptops / devices for all disadvantaged pupils to access Blended Curriculum. Initial set up to be more expensive – work with Lourdes IT to ensure best value for money.</p>	<p>EEF- <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>MRU</p>	<p>Half Termly Review</p>	<p>Laptops for pupils. Member of staff in school as link in case of isolation</p>	<p>Check that pupils are on target overall and offer devices to pupils who require them.</p>
<p>To develop the curriculum further to ensure disadvantaged pupils have access to WOW moments that inspire</p>	<p>Disadvantaged pupils report that lessons are engaging. Attendance remains above National.</p>	<p>HOD to work together to look at joined up STB Curriculum Offer. MRU and HoF to explore WOW curriculum and possibilities of VR headsets to further enhance curriculum and work collaboratively.</p>	<p><a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>MRU, LMO, AHR, REA</p>	<p>September 2021 Final review July 2022</p>	<p>VR Headsets</p>	<p>Checking of progress and attendance at PPM (Pupil Performance meeting, with Pastoral leads present and holding each other to account)</p>

To use pupil premium funding to ensure disadvantaged pupils can access all areas of the curriculum.	No disadvantaged pupil misses out on any lessons within the curriculum due to cost/equipment.	Purchase ukuleles for all year 5 pupils. Ensure that all disadvantaged pupils have PE Kit, Food etc. for all lessons. Disadvantaged pupils have access to Virtual Curriculum	<a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	MRU, LMO, AHR, REA	Termly review	Time	Checking attendance of Disadvantaged pupils at the two in school Virtual curriculum sessions offered Checking registers.
Improve outcomes for disadvantaged pupils	SATs and EOY data show increasing rates of progress	Academic coach to provide one – to one session's that combine Thrive and academic gaps of disadvantaged pupils.	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	RDE	Termly review	Timetabled staff sessions	Case studies produced by academic coach identifying impact on cohorts and individuals.

## PRIORITY 2- ENSURE THAT PERSONAL DEVELOPMENT OF DISADVANTAGED PUPILS IS A PRIORITY

Member of staff responsible: MRU and SMT

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
Provision of outward-bound residential experiences of disadvantaged students.	All students to have access to all day trips/ field trips and one week-long field trip during their time at St Bede's.	Ensure all Disadvantaged pupils have been on at least one residential trip	STB pupil Feedback from previous years	MRU	July 2022	Budget for Trips	What level of sign up is there of Disadvantaged pupils prior to closing or deadline leaving time to encourage sign up.

Disadvantaged pupils have full experience of school life	All disadvantaged pupils take part in all aspects of school life.	Support to ensure all disadvantaged pupils have access to all in school learning experiences such as music events/ outside speakers	STB pupil Feedback from previous years	MRU	July 2022	Budget for WOW curriculum within school	What level of sign up is there of Disadvantaged pupils prior to closing or deadline leaving time to encourage sign up.
Develop leadership skills of Disadvantaged pupils	Focus on getting disadvantaged learners to be at least 15% of pupil leadership body.	Continue to train pupils in leadership skills for prefects, sports leaders etc.	Painsley Teaching School Leadership Training	MRU	October 2021	Time	What is the picture in terms of % at Christmas should be at least 10% to be on target
Careers opportunities available to disadvantaged pupils.	All pupils have relevant information to help them choose options and understand careers paths.	Ensure pupil premium children have priority in Worcestershire Careers Hub opportunities.  Support is available from staff for pupils choosing GCSE options at the end of year 8.	<a href="#">Careers advice: why disadvantaged areas are succeeding   Tes</a>	MDI, LPY, RDE, SEV	July 2022	Time Careers Hub Opportunities	Monitoring of Gatsby Benchmarks – reported to governors termly.
Well-being and mental health of all Disadvantaged pupils is exceptional	Any pastoral concerns are highlighted, and support is put in place swiftly.  A member of SLT to complete the course.	Well-being mentors created to support well-being of all pupils with a focus on disadvantaged pupils. To use the Educational Mental Health Practitioner to target vulnerable pupils particularly disadvantaged to look at impact of COVID and lockdowns.  Mental Health and Trauma informed training to make more staff aware of issues that maybe be affecting disadvantaged pupils in school.	Leeds Carnegie University – Mental Health Award	KGA, JST, DME, RWI, RDE	Reviewed on a regular basis depending on concerns coming in.	Staff Time	KGA report % of Disadvantaged learners make up our mental health concerns, it should be in line with the rest of the Cohort.



Disadvantaged pupils take up the offer of as many extra-curricular opportunities as possible	Percentage of disadvantaged pupils taking part in at least one extra-curricular activity is over 85%	Ensure Disadvantaged pupils are leading a healthy lifestyle. Monitor uptake of extra-curricular activities across Faculties.	<a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	SMT	Termly review	None	Spring term at least 75%
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### PRIORITY 3 - ENSURE THAT DISADVANTAGED PUPILS HAVE POSITIVE BEHAVIOUR AND ATTITUDES IN SCHOOL

Member of staff responsible: KG

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
To continue to narrow the gap between attendance of pupil premium pupils and that of non-pupil premium children.	<p>Gap in attendance between PP and non-PP is narrowed.</p> <p>Attendance of PP is above National for PP attendance.</p>	<p>To use pastoral leads in Ks2 and Ks3 to improve the attendance of pupil premium pupils.</p> <p>Pastoral leads to run attendance sessions with disadvantaged pupils who are flagged under 95%.</p> <p>Breakfast club to run for disadvantaged pupils with attendance concerns or support families at home. This is COVID dependent. Coaching conversations and emotional support.</p>	<a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	KGA, DME, RWI, LWA	Weekly reviews	Time	Termly Governors reports using power BI show that disadvantaged pupil attendance is approaching the national at least by Christmas and is at or exceeding by Easter.

<p>Improve mental health and self-esteem of Disadvantaged pupils</p>	<p>PASS survey and well being survey show positive results for Disadvantaged pupils</p>	<p>Social Club and Lego Club run in school to improve the mental health and self-esteem of pupils and reduce anxiety. Disadvantaged pupils make up 80% of this group. Further improve interventions in school by training pastoral staff to deal with anxiety and stress and anger management. Academic coach to set up and monitor coaching sessions with specific support for disadvantaged pupils, specifically those with SEND or who have been flagged as suffering during lockdown. To ensure that disadvantaged pupils are prioritised in our Thrive sessions in school. To provide support to MAC first schools by using thrive to assist transition for anxious pupils.</p>	<p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>EJA, JSE, MWE, KGA, MRU</p>	<p>Termly reviews</p>	<p>Time</p>	<p>Pass survey results are summative.  However, other questionnaires and anecdotal evidence can be used. MyConcerns analysis for example.</p>
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To build on the creation of the JAP project (Junior Apprenticeship Program) by focusing on disadvantaged pupils and giving them experiences outside of the school environment that link to careers.	Disadvantaged pupils' feedback from JAP is 100% positive.	To bring in outside agencies to help work and inspire these pupils.	STB research since starting the project.	MDI. RDE	Half termly reviews	Timetabled day for JAP for two members of staff.	JAP is monitored as the project is ongoing. This should be reported to KGAMRU.
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#### PRIORITY 4 - HAVE OUTSTANDING LEADERSHIP AND MANAGEMENT OF DISADVANTAGED PUPILS

Member of staff responsible:

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
Have staff in school who can critically analyse and plan for disadvantaged pupils	Two members of staff become accredited	SLT members at St Bede's to complete National accreditation through Britannia Teaching School.	Painsley College	MRU LRO	July 2022	Cover, Time	Two members of staff become accredited

<p>Latest practice regarding Disadvantaged pupils and use of funding is employed at St Bede's</p>	<p>One member of staff attends all training. Budget is spent in accordance with this plan with approval of CESL.</p>	<p>Keep up to date with latest county issues by attending Attend Worcester (Babcock) pupil premium meetings. To ensure pupil premium budget is spent in accordance with this plan to ensure best possible outcomes for disadvantaged pupils especially given COVID-19 pandemic</p>	<p>Painsley College</p>	<p>MRU</p>	<p>July 2022</p>	<p>Time</p>	<p>MAC Leadership approve budget and PP plan</p>
<p>Pupil premium strategy is evident across school and within MAC.</p>	<p>Staff can communicate the objectives of the pupil premium strategy.</p>	<p>Ensure vision for disadvantaged pupils is well communicated with staff at St Bede's. To analyse data of disadvantaged pupils at St Bede's and across the MAC. Looking at progress and attainment to inform future planning,</p>	<p>STB in house training</p>	<p>MRU, LMO, AWA. LRO</p>	<p>Termly reviews planned.</p>	<p>Staff training sessions and INSET Days</p>	