

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
School name	St Bede's Catholic Middle School
Number of pupils in school	662
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 2022 – 2024/ 2025
Date this statement was published	3 rd November 2021
Date on which it will be reviewed	15 th July 2022
Statement authorised by	Lloyd Roberts (Headteacher)
Pupil premium lead	Matthew Russell (Assistant Principal)
Governor lead	Mark Churchill lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112, 445
Recovery premium funding allocation this academic year	£14, 935
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	£127, 380

Part A: Pupil premium strategy plan

Statement of intent

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. High Quality first wave teaching and pastoral support is at the heart of our philosophy in school, with disadvantaged pupils now well established as the primary focus in all aspects of school life.

To enhance this provision of top of our High-Quality teaching we have several specific strategies that enhance the curriculum, enhance provision for personal development and help disadvantaged pupils overcome barriers that may exist. Some of examples of these are the Foundation group (a group of SEN pupils who have small pupil to teacher ratio) and the JAP (Junior Apprenticeship Program – which is designed to focus on both curriculum and pastoral needs of the current disadvantaged pupils in school).

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 currently 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.

Challenges

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

Challenge number	Detail of challenge
1	Writing standards of disadvantaged pupils is lower than that of their peers. This gap has been further enhanced by the lack of writing opportunities due to working from home during lockdown.
2	Improve outcomes for all disadvantaged pupils in English and Maths. Nationally benchmarked data shows that disadvantaged pupils are making above expected progress but this is not at the same level as their peers.
3	Assessments, observations, and results of pupil's voice with disadvantaged pupils suggest that the elements of the curriculum where they perform best are where the lessons have WOW moments. Therefore, we need to further develop WOW moments in the curriculum and outside of the curriculum to further engage disadvantaged pupils in their learning.
4	To build on the successes of the Virtual Curriculum by ensuring all disadvantaged pupils have access to our online curriculum. This will help develop careers education and signpost pupils to potential careers and GCSE option choices in the future.
5	Attendance data at St Bede's indicates that the attendance of disadvantaged pupils is 3.3% lower than that of non-disadvantaged pupils. 27.4% of disadvantaged pupils have been persistently absent compared to 9% of their peers during the same period.
6	Whilst behaviour figures are exceptional within school the percentage of pupils having demerits is higher for disadvantaged pupils compared to 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
Raise standards in disadvantaged pupils writing	Ks2 SATs results show that disadvantaged pupils are making progress and achieve in line with their peers.
External nationally benchmarked data shows improved figures for disadvantaged pupils	Nationally benchmarked data in English and Maths shows that disadvantaged pupils have made close to the same levels of progress of their peers.
Use innovative technology to enhance curriculum delivery	Pupil voice shows that they are more engaged with the learning, behavioural incidents are reduced. Standards across

	the curriculum improve – see exit data as evidence.
All disadvantaged pupils' complete units on Virtual Curriculum and have high career aspirations based on informed choices and experiences.	Disadvantaged pupils compete all Virtual Curriculum units with over 70% achieving a merit or distinction
Attendance of disadvantaged pupils increases	Sustained high attendance from 2024/25 demonstrated by: The overall gap between disadvantaged and non-disadvantaged pupils is less than 2%
Reduce the number of behavioural incidents from disadvantaged pupils	The percentage of demerits for disadvantaged pupils will have reduced to below 50%

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: £ 57,813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create extra groups in year 6 to have smaller classes for disadvantaged pupils	<p>Smaller group tuition is proven to have positive benefits and at St Bede's especially for disadvantaged pupils.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
Purchase of standardised nationally benchmarked assessments	<p>The nationally benchmarked assessments provide us with the most useful data that highlights gaps in knowledge and highlights which will be the correct interventions for them.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
Purchase of a validated phonics programme to develop gaps with phonics that have been highlighted due to lockdown.	<p>Phonics approaches are proven to improve the accuracy of pupils reading and also their writing, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
Purchase of a system to track	<p>Effective diagnosis of reading difficulties is important in identifying gaps and areas of focus for interventions.</p>	1, 2

reading ages and engagement to raise reading levels across the school	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
Purchase VR Headsets to provide WOW moments that pupils, especially disadvantaged pupils may not otherwise encounter	Digital technology (2019) EEF (educationendowmentfoundation.org.uk) Using Digital Technology to Improve learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	3, 4

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

Budgeted cost: £ 43, 654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hire a published author to inspire and lead workshops with pupils	Feedback from colleagues on how impactful a published author can have as an inspiration.	1
Interventions for KS2 English and Maths	Support Ks2 Outcomes specifically by targeting Reading, Writing and Maths Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2
Foundation Group	Internal Data shows that pupils in the foundation group make accelerated progress and have much improved mental health by being in this group Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6
Junior Apprenticeship Programme (JAP)	Small group tuition focusing on all disadvantaged pupils incorporating English and maths through other	1, 2, 3, 4, 5, 6

	<p>activities. This also has a huge pastoral and mental health focus.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26, 098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff trauma informed training to further develop our behaviour strategies across the school.	<p>Behaviour interventions and knowledge around trauma and how it affects pupils helps reduce the number of behavioural incidents within schools.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 5, 6
Breakfast club for KS2 and KS3 to target those with below 95% attendance	<p>Attendance and well-being interventions help the self-esteem of pupils thus improving both behaviour and attendance on school</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	5
Running residential trips to widen the life experiences for disadvantaged pupils	<p>Internal data suggest that these trips improve the self-esteem of pupils. With 100% of pupils reporting this after last trips that were run.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	2, 6
Pastoral interventions – looking at Thrive, mental health, relationships, self esteem	<p>These interventions help improve the self-esteem and mental health of pupils and help them get ready to achieve their full potential in the classroom. Pupil premium children at St Bede's receive 75% of the pastoral interventions that currently run.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2, 5, 6

Total budgeted cost: £ 127, 565

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.

Using Nationally Benchmarked data our figures show that disadvantaged pupils have continued to make exceptional progress and perform above expected despite lockdown. This data showed that despite lockdown pupils at St Bede's continued to overachieve (Making expected progress would result in pupils getting the same SAS in the end of year assessments). In maths, 18.5% of pupil premium children made more than expected progress compared to 15.8% of all pupils who made more than expected progress. In English, the story is equally as positive where 10.3% of pupils at St Bede's made more than expected progress, but pupil premium pupils continued to overachieve by 16.5%. This shows the focuses on the previous pupil premium plan and the systems we have had in place are working as the gap in English is +2.7 and gap in maths is +5.2%.

When looking at reading which is always a whole school focus one can also see more progress for disadvantaged pupils. In all year groups the reading ages in 2021 were at least the same level as in 2019 despite lockdown, with further advances in year 8. Here we saw pupils make a two-month improvement despite lockdown. Disadvantaged pupils in year 8 made three months progress in the same period, again because of the focuses on disadvantaged pupils through our accelerated reading and STAR reading systems.

One of our targets was that the number of pastoral interventions for disadvantaged pupils would rise by over 10% and in fact they rose from 57% to 75% as the role of the academic coach became more enhanced with a focus on both pastoral and academic outcomes for disadvantaged pupils.

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
Accelerated Reading	Renaissance Learning
Lexia	Lexia

Further information (optional)

- The Catholic life of the school supports the school ethos and the holistic development of each child especially disadvantaged pupils.
- As a school we have focused heavily on high aspirations for disadvantaged pupils. We previously had very few disadvantaged pupils taking part in School Leadership roles but last year as a focus, 17% of leadership roles were taken by disadvantaged pupils compared to a whole school figure disadvantaged figure of 15.6%
- We hold regular pupil voice meetings with disadvantaged pupils to make sure that what is happening is having an impact and to listen to them and how they feel about school
- Extra-Curricular activities are well attended by disadvantaged pupils with 100% of disadvantaged pupils taking part in inter-house sporting competitions and 70% of disadvantaged pupils taking part in extra-curricular clubs.