

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 Primary School
Number of pupils in school	200 plus 25 Nursery
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Therese Worrall Headteacher
Pupil premium lead	Rebecca McCarron Deputy Headteacher
Governor / Trustee lead	Sarah Legge, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,385
Recovery premium funding allocation this academic year	£4,657.50
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	£49,042.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

It is also our aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We will achieve this by increasing attendance rates in school and working with families to ensure children come to school on time. We will ensure that pupils have access to any additional support they might need, and that all pupils are appropriately challenged. We will facilitate pupil access to a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being..

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our approach will be responsive to common challenges and individual needs, rooted in assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported
- ensure all disadvantaged pupils receive a rich and broad curriculum
- act early to intervene at the point need is identified
- adopt 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	Attendance Our attendance data over last year indicates that attendance among disadvantaged pupils (89.69%) has been 7% lower than for non-disadvantaged pupils (96.70%).
2	Lower standards in Writing

	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers (100% in KS1, 50% in KS2). This negatively impacts their development as writers.
3	<p>Lower attainment academically across the curriculum</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties across the board compared to their peers. We must ensure a rich and broad curriculum and provide enrichment opportunities. Entry into reception 100% below across the ELG, lower attainment than non disadvantaged pupils across foundation subjects.</p>
4	<p>Covid 19 National Lockdown</p> <p>Engagement with home learning during school closures was varied across our pupil premium families with some PP children engaging well and some families struggling to engage for a range of reasons. The impact of Covid 19 has led to gaps in learning. It has also had a negative impact on the mental wellbeing of some children and their families.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> ● CPD for staff to ensure emphasis of language is of high importance in QFT and over-learning occurs ● Any communication and language difficulties will be identified quickly. ● Effective interventions will take place promptly as well as any referrals to be made where necessary
Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> ● Improved writing results throughout the school ● Y6 data reflects a narrowing of the gap between disadvantaged and non disadvantaged pupils
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> ● Improved maths results throughout the school ● Y6 data reflects a narrowing of the gap between disadvantaged and non disadvantaged pupils
Improve attainment and enrichment opportunities across the curriculum	<ul style="list-style-type: none"> ● Curriculum is broad and balanced ● Teachers are accountable for extensive enrichment opportunities for disadvantaged pupils as well as all pupils. ● All aspects of the curriculum are accessible for children

	<ul style="list-style-type: none"> ● Pupils demonstrate a stronger sense of resilience and emotional wellbeing in all areas of their school life.
<p>Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.</p>	<ul style="list-style-type: none"> ● Pupil Premium attendance rates will improve to be in line with the national average and will be comparable with other pupil groups in school. ● There will be a decrease in the number of persistent absentees.

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: £ 25,714.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wider range of differentiation strategies will be evident in teaching and learning situations for disadvantaged pupils in KS1 and KS2	EEF - Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils	2, 3, 4
Effective use of resources, particularly in Mathematics through NCETM Mastery and English through the Write Stuff, to support pupils and develop independent learning.	EEF - Mastery learning approaches have consistently positive impacts	2, 3, 4
Effective deployment of staff to teach groups of pupils including pre-teaching, mini-lessons and consolidation of learning.	<p>EEF - Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils</p> <p>EEF – Pupil Premium Guidance Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	2, 3
RMC to meet teachers and support staff to discuss how their pupils are performing and the characteristics of	Support for staff to ensure accountability and shared responsibility	2, 3, 4

learners who are struggling beyond the PP label.	enables the best learning outcomes for our pupils	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to deliver additional interventions	<p>EEF - Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils</p> <p>EEF – Pupil Premium Guidance Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	2, 3, 4
Dedicated TA to deliver interventions across the school	<p>EEF - Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils</p> <p>EEF – Pupil Premium Guidance Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Classroom teachers and teaching assistants providing targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	2, 3, 4
Engaging with the National Tutoring Programme to provide a	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 2, 3, 4

<p>blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged pupils are given responsibilities and play a prominent role in wider school life.</p> <p>Adults in school will identify disadvantaged pupils to mentor. The intention is to raise the pupils' self-esteem, confidence and aspiration levels.</p>	<p>Research indicates that disadvantaged pupils can gain self-esteem and confidence when given opportunities other than academic learning. In turn, this promotes a positive "I can" attitude towards learning.</p>	3
<p>Support parents in understanding their contribution to their child's success. Regular communication – half-termly meeting with class teacher and/or GN.</p> <p>Continue to raise parental awareness of St.Bede's B 'n' T Club (Breakfast and After School Club).</p>	<p>Parents need to feel confident in supporting their child's learning and be encouraged to do this to help their child achieve expected outcomes.</p>	1, 3
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

appointing attendance/support officers to improve attendance.		
Embedding CPD from the National College		1, 2, 3, 4
Dedicating office staff to coordinate attendance (50% of time, 20% of this to reflect PP %) and to feed back to SLT		1

Total budgeted cost: £49,042.50

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and remote learning. Through Lockdown 2 the number of disadvantaged pupils in school were significantly higher than through Lockdown 1. Although overall attendance in 2020/21 was lower than in the preceding years it was higher than the national average.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.