

Pupil premium strategy statement – St. Bede's Catholic Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data April 2025
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Mrs L. Fallon Executive Head teacher
Pupil premium lead	Miss L. Dempsey Pupil Premium Lead
Governor / Trustee lead	Mrs Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46,080
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,080

Part A: Pupil premium strategy plan

Statement of intent

St Bede's is inspired by the teaching and life of Christ. In his Ministry, Jesus' teachings and actions overwhelmingly favoured the disadvantaged. He set out to rebalance where he came across any imbalance in society; he sought to enable those sections of society whose daily life was often not just an outward struggle but an inward one too.

At St. Bede's, each staff member is challenged to be the face of Christ; challenged to gather evidence to address imbalance in opportunity for the pupils in their care; challenged to go above and beyond. In this culture of inclusivity, staff continue to grow in their understanding of the barriers that pupils may face, specific to their community and school context, which could be detrimental to their learning or well-being.

The ambition is that every pupil, regardless of their socio-economic background, is able to be an active participant in the world in which they live and not merely an observer. We understand that this level of interaction with the world, at any age, requires a great deal of language, knowledge, skills and values. Therefore, we have designed an ambitious, coherently planned, inclusive curriculum with a clear focus on developing the long-term learning of all children. Our fundamental objective in building a strategy around pupil premium is to enable our disadvantaged pupils to receive appropriate support and full access to our curriculum offer. In turn, this supports them to make accelerated progress and ultimately close any gaps in attainment, as well as providing enrichment opportunities, thus increasing their cultural capital and life experiences.

Staff at St Bede's are clear about their roles in supporting disadvantaged pupils in order to have a positive impact on their whole school experience.

Our long-term aim is to see all our children leave St. Bede's with the necessary knowledge and skills needed to access the next stage of education. We class vulnerable pupils as those with special educational needs, those living in poverty, those subject to child protection plans or have social work involvement, those who may be young carers, those who have sought refuge in the UK and those pupils where English may not necessarily be their first language. With this in mind, our strategies are overarching and tailored to meet the immediate and changing needs of children who make up this group. Although all children receive everyday high quality inclusive teaching, we understand the importance of providing additional resources, time and adult input in order to clearly address the identified needs of our vulnerable pupils. Our approach is fully inclusive and many mechanisms of support are of benefit to all pupils. An important element of our strategy is to identify each pupils' specific needs so that appropriate interventions and support can be implemented, enabling them to make progress and close gaps. Our identification of barriers and needs is done through: careful observation and assessment; appropriate diagnostic screening and testing;

information secured through positive relationships with learners and their families and professional communication. The impact of the pandemic continues to affect some of our pupils in terms of language, communication and social interaction. Although the pandemic is part of our nation's history the impact continues to part of the lived history of our children.

Challenges

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

Challenge number	Detail of challenge
1	School Context: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.336
2	Emotional well-being and Emotional Resilience: Observations, discussions with pupils and families reveal an increasing proportion of children who struggle with emotional stability and resilience. A child's emotional development and wellbeing is fundamental to their readiness to learn and impacts on all aspects of their development and education.
3	Language and Communication: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills. This is particularly prevalent in lower Key Stage 2. However, there is an anomaly. Reception currently do not have language and communication as a barrier. However, we are ready to track with a new cohort.
4	Reading: Assessments, observations and discussions with pupils reflect a gender gap in reading attainment for PP boys. 88% of disadvantaged girls achieved the reading KS2 reading SAT outperforming their school and national peers. In comparison 54% of boys achieved the expected standard in reading.
5	Spelling: Assessments, observations and discussions with pupils reflect a gender gap in spelling attainment for PP boys.
6	Greater Depth – Assessments, reveal that there is a gap between PP pupils and non PP pupils in achieving greater depth in the core subjects.
7.	Wider Curriculum Opportunities: Observations and discussions with pupils and staff reflect PP children are not accessing the wider curriculum offer in the same way that their non-disadvantaged peers are.

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 Oracy: To develop spoken language: We want children to be active participants in the world in which they live. We want children to engage with a range of audiences in a variety of situations. We want children to speak clearly and audibly, to be articulate and to voice an opinion.	Through monitoring and tracking ensure the engagement and inclusion of Pupil Premium children through Questioning as part of the Teaching and Learning Framework. To ensure that Pupil Premium Children are proportionately representing their class and school at least in line with their non – pupil premium peers
Reading: Achieve consistency in the percentage of pupils achieving the phonics check by the end of year 1. To improve the percentage of children achieving age related expectations in reading. Improved reading fluency and comprehension supports cognitive development, improves language skills, and prepares children for academic success	KS2 reading outcomes in 2025/26 show that proportions of children who are eligible for PP continue to be at least in line with their peers
Writing: To increase the percentage of children who achieve age related expectations in spelling. Improved spelling will free up cognitive load which will directly impact and improve writing fluency. To increase the percentage of children who achieve age related expectations in writing. Higher writing standards ,making full use of authentic writing opportunities, will enable children to communicate effectively and participate fully in society	KS2 outcomes in 2025/26 show that the proportion of disadvantaged pupils are achieving the expected standard in spelling and are in-line with their non-pupil premium peers. KS2 outcomes in 2025/26 show that the proportions disadvantaged pupils exceeding the expected standard in writing is in-line with their non-pupil premium peers.
Targeted support: Improved internal data showing academic gaps between Pupil Premium and Non- Pupil Premium peers is closed.	Develop individual summaries (1 page profiles) for all pupils demonstrating barriers, support and progress
Enrichment: Improve the engagement of PP pupils in wider curriculum opportunities.	Increase the variety of lunchtime and after clubs Track the engagement of PP pupils versus Non PP peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Talk Boost KS1 Talk Boost KS2 Talk Boost	A catch-up programme for children who are behind with talking and understanding words to boost their language skills. Differentiated for children between the ages of 3-10 years, the programme aims to accelerate children's progress in language skills by an average of six months, after a nine-week intervention.	3
NAPA The Newcastle Assessment of Phonological Awareness (NAPA) assesses the starting point of intervention with the NIPA. NIPA (Newcastle Intervention for Phonological Awareness)	An intervention programme for children who have difficulty acquiring phonological awareness skills. These are children who: Do not have syllable level skills. Do not have robust syllable level skills and emerging phoneme level skills as they start learning to read or at any stage in their development. The NIPA can be used with individual children or with groups of children as a targeted intervention.	4
NESSY	An evidenced based online programme which aims to support children with Dyslexia with reading and then spelling. The program starts with an assessment that identifies exactly where the student needs help, then guides them through an individualised learning plan. Teachers can adapt student's lesson targets to fit	4

	in with your teaching plan. They are sent weekly progress reports.	
Toe By Toe	Can support children with dyslexia, dyslexic difficulties or ADHD who find reading difficult. 20 minutes of coaching daily using a manual.	4
ELS Spelling	Taught as whole class but can be used as intervention for those working below their year group. Using a structured spelling scheme offers significant benefits, including improved overall literacy (reading, writing, and comprehension), enhanced student confidence and engagement, and the provision of a clear, systematic teaching framework for educators.	5
Reading Purchase of Reading Scheme Oxford Owl Purchase of Real Books	Using a combination of both reading schemes and "real books" is considered the most effective approach, as each has distinct benefits for different aspects of reading development. Reading schemes provide structured, decodable texts for foundational skill-building, while real books offer a wider range of vocabulary and contexts that foster a love for reading and help children generalize their skills. Research suggests that over-reliance on schemes can be less effective, but when real books are used alongside direct instruction and a variety of literature, children are better equipped to become fluent readers.	4

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

Budgeted cost: £28,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	4
Forest School Leader	Forest School effectively nurtures children by boosting confidence, social skills (teamwork, empathy, communication), emotional well-being, and resilience through child-led, nature-based play, fostering independence, risk assessment, and deep connections to the environment, leading to better mental health and pro-environmental attitudes. Research shows improved self-esteem, motivation, language, physical abilities, and reduced stress, making it a powerful tool for holistic child development	2,7
Fitness Coach	Evidence overwhelmingly supports that fitness (exercise and physical activity) works for nurture by positively influencing various aspects of development and well-being, from physical health and cognitive function to mental and social skills.	2,7
Nurture Group / Daily Checkins	Nurture groups effectively improve children's social, emotional, and behavioral outcomes, leading to better engagement, self-esteem, and academic progress, with studies highlighting significant reductions in challenging	2, 7

	behaviours, improved readiness for classes, and is a cost-effective strategy.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Clubs	Breakfast clubs significantly benefit disadvantaged children, boosting reading, writing, and maths by about two months' progress, improving attendance, reducing lateness, enhancing behaviour, and helping parents with childcare costs, creating a better start for learning	1
After School Clubs	After-school clubs significantly benefit disadvantaged children by boosting confidence, improving social skills, increasing engagement, and positively impacting attainment, despite access barriers like cost and awareness; clubs provide crucial fun, low-pressure environments to develop resilience, teamwork, and leadership, linking to deeper learning and better school connection, helping bridge the opportunity gap	1, 7

Total budgeted cost: £ 46,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At end of KS2 SATs – The **combined** expected standard in RWM for disadvantaged pupils was 57% which was above the national combined expected standard for disadvantaged pupils which was 47%. Across the last three years, significant improvements have been made in narrowing the gap between disadvantaged pupils and non-disadvantaged pupils in school.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	23	30%	46%	Below (non-sig)	68%	-37	Not applicable	Not applicable
2025	7	57%	47%	Close to average (non-sig)	69%	-12	Narrowing	-
2024	9	33%	46%	Close to average (non-sig)	67%	-34	Narrowing	-
2023	7	0%	44%	Below (sig-)	66%	-66	Not available	-

In **reading**, pupil outcomes in the 2025 SATs tests showed that disadvantaged pupils (71%) were in line with their non-disadvantaged counterparts (72%) at the expected standard whilst also being above the expected standard for disadvantaged pupils nationally (63%). School have significantly narrowed the gap between their disadvantaged pupils and non-disadvantaged pupils nationally across a three-year period.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	23	52%	62%	Below (non-sig)	80%	-27	Not applicable	Not applicable
2025	7	71%	63%	Close to average (non-sig)	81%	-9	Narrowing	-
2024	9	56%	62%	Close to average (non-sig)	80%	-24	Narrowing	-
2023	7	29%	60%	Below (non-sig)	78%	-50	Not available	-

In **writing**, pupil outcomes in 2025 at KS2 showed that disadvantaged pupils (57%) were in line with disadvantaged pupils nationally (59%) for the second year running. School have significantly narrowed the gap between their disadvantaged pupils and non-disadvantaged pupils nationally across a three-year period.

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	23	48%	59%	Below (non-sig)	78%	-30	Not applicable	Not applicable
2025	7	57%	59%	Close to average (non-sig)	78%	-21	Narrowing	-
2024	9	56%	58%	Close to average (non-sig)	78%	-22	Narrowing	-
2023	7	29%	58%	Below (non-sig)	77%	-49	Not available	-

In **mathematics**, pupil outcomes in the 2025 SATs tests showed that disadvantaged pupils (71%) were broadly in line with their non-disadvantaged counterparts (76%) at the expected standard whilst also being above the expected standard for disadvantaged pupils nationally (61%). School have significantly narrowed the gap between their disadvantaged pupils and non-disadvantaged pupils nationally across a three-year period.

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	23	48%	60%	Below (non-sig)	80%	-32	Not applicable	Not applicable
2025	7	71%	61%	Close to average (non-sig)	81%	-9	Narrowing	-
2024	9	56%	59%	Close to average (non-sig)	79%	-24	Narrowing	-
2023	7	14%	59%	Below (sig-)	79%	-65	Not available	-

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Not Applicable
The impact of that spending on service pupil premium eligible pupils
Not Applicable

Further information (optional)