

Pupil premium strategy statement – Our Lady and St. Bede

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1031 (7-11)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	November 2024- November 2027 <i>To be reviewed annually</i>
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mo Wilkinson
Pupil premium lead	Rachel Jarvis
Governor / Trustee lead	Michael Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,804.69
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>* Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£267,804.69

Part A: Strategy plan - Statement of intent

Our Lady and St. Bede believes all pupils deserve equity and success through positive experiences which enrich their lives and ensure they know they are valued as learners, members of the community and children of God. We are committed to ensuring that our core values are underpinned by pupils:

- Receiving quality first teaching
- Making expected or better than expected progress across the curriculum
- Having access to enriching extra-curricular learning experiences

We truly believe that the key to making the greatest degree of impact on pupil progression relies on the successful collaboration of three specific interconnected aspects, each one addressed and anticipated at the earliest opportunity to the individual pupil:

- Academic intervention
- Parental support
- Strong personal & social skills

Our Pupil Premium strategy is built on teachers forensically knowing our pupils so they can proactively intervene in lessons to close any gaps in learning. Teaching is built around high expectations for all, subject expertise, and positive relationships. We aim and aspire for all pupils to have quality first teaching which is consistently tailored to their needs and accessible for their individual learning points so that they can fulfil their potential. Our Lady and St. Bede has a systematic approach to narrowing the gap of disadvantaged pupils focusing on the needs of the individual child through provision, intervention, challenge and mentoring.

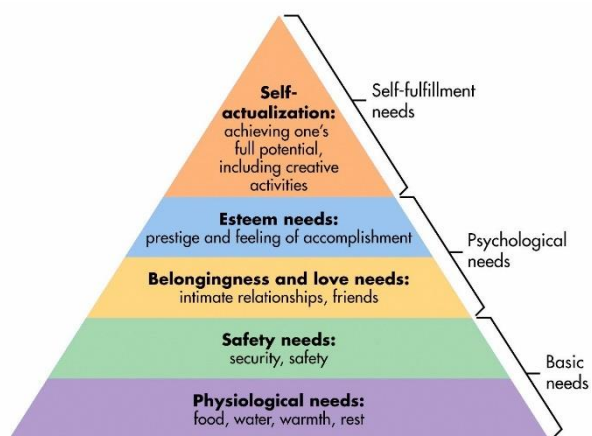
We have a focused curriculum design along with a nurturing and supportive pastoral system which allow our pupils to overcome potential barriers to learning and achieve regardless of ability and background. We track and measure this through having robust data analysis of outcomes such as GCSE attainment and progress, attendance, behaviour, safeguarding, engagement in wider opportunities and from choices pupils make at the end of KS3 and KS4. Form tutors and teachers through the use of data and the Class Charts system, know which students are eligible for Pupil Premium so that they can take responsibility for accelerating their progress and prioritise intervention on a day to day basis in the classroom where necessary.

We are fully aware that excellent teaching is paramount but there is a need for focused intervention outside the mainstream classroom. Core members of staff are allocated to teach intervention groups or support pastorally when leaders in school direct them and this incorporates a growing need to support the attendance and punctuality of our pupil premium pupils.

We strive to ensure pupils receive the support they deserve in order to build up their cultural capital and remove barriers that may have from being materially disadvantaged or culturally disadvantaged so we supplement the curriculum through a broad, varied and targeted enrichment programme, alongside mentoring and careers support systems led by our own CEIAG lead and other key members of staff, both academic and support. We believe it is important that all pupils have opportunities to succeed and that they take these skills and experiences into the wider world and succeed in their futures.

Our routines and expectations are grounded in the 'hierarchy of needs in education' model created by Maslow. The model demonstrates the fundamental ways in which Our Lady and St Bede captures pupil interests and cultivates growth in order for pupils to reach their educational potential and develop the whole child. Our mission

statement stands alongside the hierarchy to show how our provision meets the needs of all learners and as such our challenges noted below are underpinned by the three key areas.



'Formation of the whole child'

'Formation of being a professional learner'

'Formation of faith'

Challenges

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

Challenge number	Detail of challenges
1 Physiological, safety and basic needs – “Formation of faith”	Attendance for pupils eligible for pupil premium is 89.5% (below the target for all pupils of 97% and below non-PP pupils 94.8%) and persistent absence is 40.6% in contrast to non PP pupils at 17%. This reduces their school hours and impacts on learning and progress.
	Some disadvantaged pupils need additional support to get to school and start the day with a positive, welcoming experience.
	There are financial and socio -economic challenges for disadvantaged pupils who lack basic provisions such as food/ breakfast, uniform, equipment and books.
2 Belonging and Achievement – “Formation of the professional learner”	Disadvantaged pupils are making less progress than other pupils from the same prior attainment band in some subjects in KS4, particularly achieving the basics 5+. Some of our disadvantaged pupils lack self -esteem and can take a passive approach to learning and contribute less to class discussion.
	A significant number of disadvantaged pupils have lower literacy skills than non-disadvantaged pupils, this prevents disadvantaged pupils making good progress
	Some disadvantaged parents need additional opportunities to engage with school life and know how to effectively support their child’s achievement.
	Class charts shows that some of our disadvantaged pupils are not meeting the expectations of the school and therefore accumulating behavioural sanctions, this prevents them, and others, from making good progress.
3 Self esteem and self actualisation – “The formation of the ‘whole child’”	Disadvantaged pupils, including high prior attainers, have barriers that prevent them from “seeing the bigger picture” and can lack positive role models to encourage them to aspire to be their very best. Some disadvantaged pupils therefore need a trusted adult, like a “school parent” to model and advocate this aspiration.
	They can lack the opportunities for cultural capital that non-disadvantaged pupils experience to help build on and develop.

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
Physiological, Safety and Basic Needs - “Formation of faith”	
<p>Raising attendance through specific targeted support, mentoring and pastoral support systems</p> <p><i>Targeted Academic Support</i> <i>Wider Strategies</i></p>	<ul style="list-style-type: none"> • Increase DA attendance and DA PA. • Identification of attendance patterns through analysis of year groups to reduce barriers to attendance • Directed focus on PP pupil attendance and needs, building positive relationships with parents/carers • Weekly “We missed you conversations” –positive reinforcement for pupils and thank you to parents with improving attendance • Weekly pastoral reports based upon data and progress ensure early interventions and support plans are in place • SLT year group link meets with PP at risk of PA weekly • Timely communication and intervention with parents
<p>Creating safe, inclusive spaces for pupils who face significant challenges in their lives to have their basic needs met</p> <p>To support pupils through the challenges they face with barriers to learning (social, emotional and mental health issues)</p> <p>To enable pupils to be successful and build up their resilience, confidence and motivation</p> <p><i>Teaching</i> <i>Targeted Academic Support</i> <i>Wider Strategies</i></p>	<ul style="list-style-type: none"> • RAG rating of vulnerable PP pupils enables staff to support their individual needs • SLT and pastoral team (including the Chaplain) advocate for pupil and support with homework, catch up, praise, rewards etc • Use of the ‘Pupil Services’ for uniform, equipment, revision guides, sanitary products etc • Use of the school minibus reduces PP PA • Positive interaction and engagement with the ‘Ten Steps to Success’ programme • CPD and staff briefings inform all staff about pupils and their needs • Use of Class Charts to create PP Seating plans • PP pupils attend the library and computer rooms after school for support with homework • PP pupils achieve class chart points in line with their peers • PP pupils supported by the Chaplain, CEIAG lead, RSE and PD lead as well as the year pastoral leader and HOY
Belonging and Achievement – Formation of the professional learner	
<p>Providing resources and structures to enable pupil proficiency and confidence in self-organisation and independent learning</p> <p>Ensure pupils who struggle with self- regulation can learn to manage behaviours effectively</p> <p><i>Teaching</i> <i>Targeted Academic Support</i></p>	<ul style="list-style-type: none"> • Reduction in late detentions • Positive class chart points increase towards being in line with non-DA • Referrals for DA to internal isolation in reintegration are reduced • Weekly intervention to catch up with homework • CPD programmes for staff on strategies for metacognitive approaches. • Continuous positive reinforcement of expectations through HD curriculum, use of PREP in form time and “catching pupils being good” approach to the behaviour system • Meet and greet routines in the classroom and sharing of key information as part of the ‘Ten Steps to Success’ programme between pupils, mentors and subject teachers

<i>Wider Strategies</i>	
<p>Developing opportunities for pupils to develop literacy, oracy and numeracy skills to ensure they have success in their learning as well as building self-confidence and self-esteem.</p> <p><i>Teaching</i> <i>Targeted Academic Support</i> <i>Wider Strategies</i></p>	<ul style="list-style-type: none"> • All pupils in school are accurately tested in their reading. • Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age by 2028 • Pupils will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4. • Teachers will recognise this improvement through engagement, attainment and questioning • Disadvantaged pupils are prioritised for increased opportunities for oracy in the classroom through questioning, prompting and accountable talk • Systematic use of whiteboards in the classroom ensures full participation • CPD training on oracy enables teachers to use effective methods • Departmental marking with formative feedback is prioritised for PP pupils • Access and attendance to literacy and numeracy interventions show positive engagement
<p>Communicate effectively and actively engage with parents to increase aspirations</p> <p><i>Wider Strategies</i></p>	<ul style="list-style-type: none"> • Strong attendance at Parents' Evening and EPRA through individual invitations from pastoral leaders and Heads of Year and positively engage with school to overcome their own personal barriers • Disadvantaged pupils and parents invited to additional pre-option evening (additional EPRA event) • Disadvantaged pupils' parents invited to additional EPRA evenings to support with independent revision at home • All disadvantaged parents/ carers have the MCAS and class chart app • Social Media reach and engagement through Facebook and the website, exemplifying successes of disadvantaged pupils • Use of text messages more effective for low-key communication • Building relationships with families, enabling them to get access to resources, early help and other external agencies. • HOY prioritise Parents' Evening appointments for disadvantaged pupils
<p align="center">Self esteem and self actualisation - "Formation of "The Whole Child"</p>	
<p>Planning an exciting and diverse curriculum for our pupils which interests them and challenges our higher prior attainers to aim high</p> <p><i>Teaching</i> <i>Targeted Academic Support</i> <i>Wider Strategies</i></p>	<ul style="list-style-type: none"> • All teachers to be accountable and own their own data • Middle leaders trained to analyse with 'root cause analysis' at the heart • Broad, ambitious curriculum where pupils have equal access to qualifications including EBACC • PP pupils achieve better than national non-disadvantaged. • Systemic Departmental CPD and use of assessment reviews to identify gaps for PP pupils • Focus within HOD meetings • Positive discrimination for questioning and feedback • Prioritised for a wide range of intervention • Barriers for attending revision sessions removed

<p>Fulfilling potentials through a careers programme which helps our pupils explore dreams and aspirations to find a pathway to their future</p> <p><i>Wider Strategies</i></p>	<ul style="list-style-type: none"> • DA pupils prioritised for career's interviews, trips to universities and colleges and careers events. • Supported by mentor at careers fayre to engage with employers and post 16 providers. • Monitoring and tracking of destinations shows strong % of DA pupils in the sixth forms and at university/ post-16 education • NEET performance • HD programme has modules in confidence and aspirations for life • Alumni inspire with their success stories
<p>Maximising upon enrichment experiences, trips and events in order to widen pupils' horizons and support the building of their cultural capital</p> <p><i>Wider Strategies</i></p>	<ul style="list-style-type: none"> • Strong participation through targeted attendance in enrichment. • Audit of the curriculum demonstrates how cultural capital is in every subject and everyone benefits inclusive of three key strategies for identified by each subject area • Educational visits and guest speakers from a range of backgrounds • Targeted participation in masterclasses, pupil leadership, debating opportunities • Financial support to go on retreat programmes and spiritual/liturgical experiences and any trips • Targeted opportunities to visit the theatre, music events • Universal events and trips ensure everyone participates • Data and registers of attendance reviewed and evaluated • Positive discrimination to be part of the pupil leadership team

Part B: Review of outcomes

The average Progress 8 score for pupil premium pupils was -0.83 compared to -0.19 for non-pupil premium pupils.

This improved from a Progress Score of -1.27 in the November mock examinations. Male pupil premium pupils average Progress 8 score was -1.49 compared to -1.04 for female pupils.

The Pupil Premium GCSE Progress 8 score was significantly affected by 5 pupils who were persistent absentees and did not sit any examinations. The table below shows the effect of attendance on Pupil Premium progress.

%	No. of pupils	P8 Score	Non Disadvantaged
95-100%	14	-0.28	+0.14
90-95%	18	-0.23	-0.42
80-90%	11	-1.57	-0.80
Less than 80%	10	-1.94	-2.52

Female pupil premium pupils had a Progress 8 score of -0.6 and male pupil premium pupils of -1.08. Pupils with both Pupil Premium and SEND had an average Progress 8 of -2.31 whilst those without SEND had a Progress 8 score of -0.61.

Activity in the Academic Year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: approx. £136,804.69

Activity	Evidence that supports this approach
<p>High Quality Teaching and an appropriate curriculum that is sequenced to enable progress (including middle leadership training and data analysis tracking for all teaching staff)</p>	<p>High quality teaching and learning is at the core of OLSB. All research shows that developing cognitive and metacognitive strategies within classrooms has a significant impact upon progress, attainment and self-esteem/confidence.</p> <p>The EEF has found that when opportunities for the following practices are implemented and then embedded, pupils have the most meaningful learning experiences: long term retention of knowledge, fluency in key skills, subject-specific strategies or memorisation techniques, exploring the best fit for a task, use of prior knowledge, anticipating common misconceptions, and the use of diagnostic assessment.</p> <p>The EEF has shown that when departments plan lessons collaboratively the use of explicit instructions, scaffolding and flexible grouping all have a higher impact upon the learning. Our OLSBMASTER model complements this research.</p> <p>Another key focus for developing learning is through metacognition where spending time about thinking about the learning is fundamental to long term memory retention and recall of key information needed to making progress within sequential learning schemes. Metacognition is a key priority and research supports our methods of explicit teaching of metacognitive strategies and language in order to understand what you are learning and why you are learning it. This building of a learning 'jigsaw' ensures that pupils can identify their own strengths and weaknesses to become independence, resilient and successful learners.</p> <p>Maslow's hierarchy of needs is demonstrable in the infrastructures and motivational planning to ensure staff and pupil self-actualization. Every member of our community can function optimally and fully when their needs are met, and OLSB seeks to ensure this through providing consistent opportunities to fulfil their potential.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>

<p>Pastoral and SEND Team Professional Development including additional capacity for the SENCO so that the PP students who are also SEND have a comprehensive package of support.</p>	<p>The additional capacity of the SENCO team ensures that they can effectively deploy their TA team to support students. This also ensures that bespoke actions linked to students can take place.</p> <p>Teaching Assistants and pastoral leaders play a key strategic role in supporting, teaching and working with pupils. EEF research suggests TA's must be utilised in the following ways:</p> <ol style="list-style-type: none"> 1. Effective use in classroom conditions: <ul style="list-style-type: none"> • TAs not being used as an informal resource for LA pupils • TAs to add value to what teachers do not replace them • TAs to help pupils develop independent learning skills and manage their own learning • TAs to be fully prepared for their role in the classroom 2. Effective use in delivering structured interventions outside of the classroom: <ul style="list-style-type: none"> • TAs to deliver high quality 1-2-1 and small group support using structured interventions • TAs to use evidence-based interventions in their small groups and 1-2-1 instructions 3. Integrating learning from work led by teachers, pastoral leaders as mentors and TAs: <ul style="list-style-type: none"> • Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants</p>
<p>Inclusion and development of Pastoral Leaders as a core support network for disadvantaged pupils</p>	<p>This additional layer of pastoral support is instrumental in providing rigorous and focused support. The work of the EEF along with the Youth Endowment fund have published the latest evidence in March 2022 in the three reports on rapid interventions and impact on attendance.</p> <p>'Nudge' texts/letters and specific removals or barriers to learning on a 1-2-1 basis have the biggest impact for PAs and pupils at risk of becoming PAs.</p> <p>EEF research does suggest other approaches have a meaningful impact, but these are mostly measured in the 1-2-1 experiences and personalised support so are harder to measure in raw data but clearly evident in individual cases. These include: incentives and disincentives, mentoring, behaviour interventions, extra-curricular activities, provision of meals (breakfast and lunch programmes), and teaching social and emotional skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/attendance-interventions-rapid-evidence-assessment</p>

<p>Teaching staff having focused CPD on literacy and reading with reading comprehension strategies rolled out in all departments</p>	<p>Research suggests that the greatest barrier to learning and success is through the recognition and understanding of language along with the subsequent metacognitive practices of comprehension. Evidence consistently demonstrates that decoding and comprehension are vital skills for pupils to be able to read. Fluency of reading (spoken and silent) is considered to be the bridge between those two skills: 'A fluent reader is one who can accurately and automatically decode words' (Rasinski – EEF).</p> <p>The EEF model for improving literacy is used as a planning tool with key strategies and a definitive measure for impact. These areas include: disciplinary literacy; targeted vocabulary instruction; the reading of complex academic texts; breaking down writing tasks; opportunities for structured talk; and high-quality interventions for struggling pupils. This method is highly effective in analysis specific structures for support and to ensure consistency across the curriculum. Reciprocal Reading strategies will be used as our whole school approach to developing comprehension skills.</p> <p>EEF research further emphasises the importance of oracy and its impact of improving outcomes by +6 months of learning and progress across the curriculum as well as improving classroom climate and behaviour for learning. Any approach that focus on speaking, listening and a combination of the two all show positive impacts on attainment and outcomes. James Mannion talks about the oracy framework and connects it Maslow's self-actualisation: 'When we develop the ability to do things with confidence and flair, it is utterly transformative...Developing the ability to speak and listen is a form of self-actualisation.'</p> <p>A key factor in oracy is having one to one conversations with our pupils particularly those who are disadvantaged, these dialogues are instrumental in providing formative support and immediate feedback, as well as ensuring they feel 'noticed'. Within the context of setting, it is vital to ensure that teachers set positively so that they are exposed to language and successful modelling of oracy from their peers as research suggests that is who has the greatest impact on in terms of language acquisition. It also means that they are able to envisage how they could speak publicly as they have seen it happen live in the learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacyks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://oracycambridge.org/</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: approx. £65,000.00

Activity	Evidence that supports this approach
Additional literacy provision (including additional phonics training for HLTAs)	<p>Evidence suggests that pupils need focused and specific interventions to support progress in literacy. Initiatives which are translated into curricular learning through literacy along with programmes to support personalised needs are the most effective in ensuring long term progress.</p> <p>Through a well-structured and developed programme for pupils, our three specific pathways (phonics via Fresh Start Literacy, reading groups and peer led reading leaders) provide for all pupils who need that support.</p> <p>In order to be truly effective, literacy needs to be defined clearly and shown as an explicit strategy, e.g. this is how you write a question in Maths, this is how you answer a question in history, this is how you ask a question in RE etc which is seen by our 'Write like a ...' and 'Read like a ...' initiatives. The recent report by the National Literacy Trust (June 2022) has shown that pupils who are on FSM are those who enjoyed writing more than their peers. The report has also highlighted that following from the lower figures of ability and interest in writing from 2020/2021, boys now especially enjoyed having the opportunities to write including doing so in their spare time; this is something we will be focusing on.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacydevelopment</p> <p>https://literacytrust.org.uk/research-services/research-reports/children-and-young-peopleswriting-in-2022/</p>
Targeted Curriculum Interventions via support classes led by specialists, lunch and after school sessions	<p>Curricular interventions and support in lessons and from teachers and leaders ensures that pupils have access to skills and resources for success. EEF research shows that in order to 'strengthen the toolbox' pupils need precise and explicit instructions in curricular disciplines along with consistent revision and learning routines.</p> <p>Rowland demonstrates that any targeted approach must be rooted in best practice and centred on improving the day-to-day learning experiences of disadvantaged pupils, leading to better long-term choice and opportunity:</p> <ol style="list-style-type: none"> 1. Strategic and Evidence-Informed: there must be collaboration among pupils, families, teachers, leaders, system leaders, and wider agencies 2. Focus on Day-to-Day Learning: Improving the daily learning experiences of disadvantaged pupils is central alongside enhancing long-term choices and opportunities for them. 3. Whole School Culture: the whole school culture must prioritize addressing disadvantage. This involves ownership and buy-in from all stakeholders within the community. 4. Impact of Socio-Economic Disadvantage: understand the impact of socio-economic disadvantage on learning and provides strategies to mitigate these effects. <p>https://educationendowmentfoundation.org.uk/news/eeef-guest-blog-building-study-habitsand-revision-routines</p>

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send
Reading Interventions (Staffing and provision)	<p>Language is the foundation of all learning and formation. Engagement with language is intrinsic to pupil acquisition of vocabulary, literacy key skills and comprehension. The most powerful tool for unlocking and accessing language and literacy is through reading. It is through reading that pupil progress and predictions can be measured and reported on with accuracy.</p> <p>Opportunities for reading as detailed above with our three pathways, as well as DEAR time at KS3 and reading in HD lessons in years 10-11, and doing so in a variety of ways is paramount for pupils to be able to access the spoken and written word with confidence, clarity and ease.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacydevelopment</p>

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

Budgeted cost: approx. £66,000

Activity	Evidence that supports this approach
Parental/Carer Engagement with particular emphasis on breaking down attendance barriers	<p>Studies of interventions and communications with parents all demonstrate that there is a greater impact when relationships with parents are effectively developed. Through consistent and focused conversations, parents feel more involved, aware and supportive of the school systems. Research has shown improvements in pupils' attainment, attendance, and behaviour. The research also shows that families and pupil support systems appreciate having experiences of the school and feel more able to provide support when they are working alongside staff. (eg. Minibus being seen as a supportive measure for facilitating getting to school.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</p>

<p>PSHEE and RSE curriculum – PREP, TenTen and Respect ME (including the use of RESET where needed)</p>	<p>PSHEE and RSE programmes allow for pupils to engage with the world on issues of diversity, inclusion, economics, politics, ethics and relationships. Through reflecting upon a broad range of issues, pupils are able to articulate their human rights and protected characteristics and apply their understandings to contexts around the world.</p> <p>At the core of all of their learning and critical reflections, it is important for pupils to recognise their own self-worth, and uniqueness as a creation and person of God. Through the value of the human person and their dignity and integrity, each pupil is fully able to feel part of the community, reach high standards of our school community and know that they deserve to live their life to the fullest and achieve their potential.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>
<p>Breakfast, lunch time and after school support for homework and revision</p>	<p>Providing safe spaces for pupils around the school day is imperative to ensure they are able to be fully present in their learning. The idea of breakfast clubs and lunch clubs ensures that all have something to eat/drink as well as opportunities to do homework and revision they have not been able to complete for personal reasons. Removing social and physical barriers to learning ensures there is a greater equity to resources, learning and ultimately progress and success.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationalschool-breakfast-programme</p>
<p>Careers Support via our internal CEIAG lead and external links</p>	<p>Aspirations are instrumental in inspiring pupils to set and follow their future dreams and goals. When career frameworks are explored with clarity and purpose, pupils are able to pursue their next steps and make independent decisions. EEF research indicates that careers support has a positive impact upon:</p> <ul style="list-style-type: none"> • Educational outcomes, e.g. attainment level • Economic and employment outcomes, e.g., earnings, likelihood of finding work, transition and social mobility (NEET) • Social outcomes, e.g. cultural capital, virtues and non-cognitive skills and well being <p>When careers strategies are threaded throughout pastoral and curricular experiences, it ensures pupils are given every possible opportunity to have meaningful dialogue and 1-2-1 meetings.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/careers-education</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/employer-engagement-in-education</p>

Total budgeted cost: £267,804.69

Externally provided programmes

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

Programme	Provider
Fresh Start	Ruth Miskin
Externally-led school based tutoring – My Tutor	National Tutoring Programme