Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Our Lady and St Bede Catholic Academy
Number of pupils in school	1057*
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3 years
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mo Wilkinson
Pupil premium lead	Alison Ammor
Governor / Trustee lead	Michael Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,890
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	£295,890

* NOR 19/09/23

Part A: Pupil premium strategy plan

Statement of intent

The attainment gap between pupils from deprived backgrounds and their more affluent peers is well documented through all stages of education. In fact, after prior attainment, poverty is the single most important factor in predicting a child's future life chances.

The ultimate objective for all pupils at Our Lady and St. Bede Catholic Academy is that regardless of their background and socio-economic status, all pupils will have equal access to a curriculum that will enable them to make rapid and sustained progress.

Our Lady and St Bede have a systematic approach to narrowing the gap of PP pupils which is in line with our ethos of focusing on the needs of the individual child.

We strongly believe that in line with our values we need to do the right thing for the right reasons. With this in mind we co-ordinate a rigorous approach to supporting our disadvantaged children which ensures they make strong academic progress; their parents are well informed and their future life chances are improved.

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. Quality teaching helps every child.

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 (Language, literacy & numeracy)
- Parental support
- Strong personal & social skills

The current pupil premium strategy plan aims to achieve these objectives by:

- recognising the key challenges to achievement identified among our disadvantaged pupils.
- identifying the intended outcomes, we are aiming for by the end of our current strategy.
- detailing how we will measure whether intended outcomes have been achieved – the success criteria.
- outlining the activities planned to address the challenges and the evidence that supports this approach.

To monitor progress on attainment, measures include a cycle of data collection and the monitoring and tracking of disadvantaged pupils' attainment. This will be used to inform pupil progress and enable the early identification of need, support, and appropriate intervention.

Challenges

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

Challenge number	Detail of challenge
Engagement	
1	Some pupils struggle to attend regularly and of these, some are persistently absent.
2	Some pupils need to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.
3	Some pupils struggle with the increased complexity of organisation within a secondary environment and the increased demands for independent work.
Literacy	
4	Some pupils have low levels of literacy and numeracy which impedes their learning and their confidence.
Curriculum	
5	Some pupils, especially boys with Low KS2 data, and Boys and Girls with High KS2 data need additional help to enable them to fully achieve their potential.
6	Some pupils have little aspiration for the future and so do not understand why they need to do well in their exams and so limit their potential.
Well-Being	
7	Nationally, exclusion figures for disadvantaged pupils are higher than non-disadvantaged pupils. This is also the case historically at Our Lady and St. Bede.
8	Some pupils face significant challenges in their lives and have social, emotional, and mental health needs that prevent them from learning and attending lessons.
9	Some pupils need targeted pastoral support to support them to achieve their full potential.
10	Some families historically find it difficult to see the value in education and lack engagement with school.

Intended outcomes.

This explains the outcomes we are aiming to achieve **by the end of our current strategic cycle**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
Engagement	1. Increased attendance rates for pupils eligible for PP. Improve attendance of pupil premium pupils, reducing the gap and number of those who are PA. Earlier identification of PP attendance gaps within each year group from data and narrowing of the gap against national averages.	• Reduce the number of persistent absentees (PA) among pupils eligible for PP. • Overall attendance among pupils eligible for PP improves in line with 'other' pupils. • Improved attendance of disadvantaged pupils >95%.
	2. Increase opportunities for PP pupils to experience a wealth of enrichment experiences in order to widen their horizons and unlock future opportunities.	• Attendance, participation, and engagement in enrichment, revision sessions in Year 11, and CEIAG programme participation. • Positive pupil, Parents, Staff Voice.
	3. PP pupils are supported by staff to successfully manage the increased complexity of organisation needed in school and increased demands for independent work.	• Reduction in disadvantaged pupils marked 'late' to school/lessons. • Attendance at lunch / after school revision and homework support clubs. • Increased organisation in lessons (equipment and homework completion) monitored through Class Charts.

Literacy	4. To improve pupil reading ages and nurture a love of reading across the curriculum and beyond to create independent, fluent, and confident readers with a broad vocabulary and improved literacy skills.	• Improvement in levels of literacy and ability to understand Tier 2 vocabulary to support learning across the curriculum. • Development of a consistent approach to the explicit teaching of Tier 3 vocabulary across the curriculum. • Use of the Reciprocal Reading approach in English lessons and form time to support pupils' understanding of texts. • Improvement in levels of literacy and therefore ability to access a higher demand of texts in the curriculum. • Targeted interventions to increase reading ages for pupils reading below the age of 10. • Pupil Voice demonstrating pupils understanding the importance of reading.

Curriculum	5. Improved rates of progress across KS3 & 4 for prior low attaining pupils at KS2 (especially boys). Improved rates of progress across KS3 & 4 for prior high attaining pupils at KS2. Identify the academic and pastoral support required to support PP pupil attendance, achievement, progress, and attainment.	• Progress of disadvantaged pupils in line with the national average for all pupils. • The gap narrowed between the progress of PP and non-PP pupils. • Pupils eligible for PP identified as low attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as low attaining, across Key Stage 3 are on track for 4 levels of progress by the end of KS4 (Key Stage 4). • Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3 are on track for 4 levels of progress by the end of KS4. • Where they are not, departments are putting in place interventions, monitored by Heads of Departments (HOD) and The Senior Leadership Team (SLT) monitoring and support. • The progress of PP pupils is a standing agenda item at Raising Achievement meetings and their data checked regularly by HOD and SLT. • Analysis of student outcomes, attendance, achievement, and progress data.
	6. Develop and challenge aspirations of PP pupils so that they are equal to or greater than non- PP pupils.	• The number of PP pupils entering post 16 provision at level 3. • NEET performance data compared to the average RONI score. • Increased participation in Intermediate or Advanced Apprenticeships.

Well-Being	7. Reduction in the number of suspensions for all pupils (includes PP), without lowering the expectations of acceptable behaviour within the school.	• Reduction in the number of suspensions for PP pupils • Successful reintegration programme on return from suspension which reduces the number of pupils with more than 1 suspension. • Reset room to enhance reintroduction and modify behaviour of all pupils including PP.

8. Communication of the challenges in PP pupils' lives to staff to support the social, emotional, and mental health needs that prevent them from learning.	- Emerging and newly categorised vulnerable/PP pupils are picked up through robust pastoral systems and communication. - Appointment of school counsellor. - Improved positive Class Charts data for PP pupils compared to non-PP pupils. - Outcome of Student Wellbeing Survey
9. Identify the academic and pastoral support required in order to support disadvantaged pupil attendance, achievement, progress, and wellbeing.	- Expansion of the pastoral team - Tracking attendance and student progress. - Analysis of pupil outcomes, attendance, achievement, and progress data. - Designated PP mentors allocated for each year group. - Half termly mentor meetings take place with PP pupils.
10. Parental communication to ensure all families who are eligible for financial support are accessing it and are signposted to other support networks. Parental engagement and support to ensure parents are aware of the support offered by school.	- Narrowing of the attainment and progress gap across Key Stage 3 – Key Stage 4. - Improved and regular contact with parents, including Heads Up letter, newsletters, and social media. - Improved attendance at parents' evenings, with phone calls prior to the event and follow-ups from staff where no attendance is noted. - Improved attitudes towards learning, attainment, and progress. - PP families directly invited to attend EPRA evenings.

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: £89825

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality of teaching - ensure consistency for all pupils at all stages. QA cycle, monitoring, and evaluation. All staff to ensure that the 'lost' learning gap is closed through consolidating prior. learning (retrieval tasks embedded in teaching and learning). High expectations concerning the quality and return rate of work produced and homework set. High-quality teaching and learning across the curriculum including broad curriculum offer, more students entered for the EBACC (English Baccalaureate), extensive enrichment programme and additional curriculum time via lunch and period 6. Build capacity of core subjects and expand option choices (Engineering)	All pupils need the highest quality of teaching in every classroom (embedding quality first teaching). "What you do daily as a teacher impacts directly on the life chances of the students in front of you." Alistair Smith, High Performers (2011) The pre-eminence given to the impact of teacher quality on student achievement – specifically on disadvantaged students – is supported by research, including the study undertaken by the Sutton Trust (Improving the impact of teachers on pupil achievement in the UK (United Kingdom) – interim findings, September 2011). The Sutton Trust's report states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for PP pupils, the difference between a good teacher and a bad teacher is a whole year's learning.	2, 3, 4, 5, 6,9

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

Budgeted cost: £50802

Activity	Evidence that supports this approach	Challenge number(s) addressed

Literacy Interventions Additional support, literacy interventions. Pupils targeted and specific interventions delivered over a definitive period of time. Progress is monitored and tracked. Literacy leads to oversee the delivery of interventions and evaluate efficacy. SENDCo, Literacy Lead, AHT and Director of Quality of Education - identification of pupils. NGRT (New Group Reading Test) testing of all pupils in Year 7 to 10 to identify struggling readers and those in need of additional diagnostic testing and provide teachers with the information to develop support. Early support for pupil premium pupils in Year 7, particularly those with below-average reading and writing scores. Structured tracking and monitoring systems are in place for monitoring the impact of interventions.	On average, PP children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF, 2021) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge. Lower attaining pupils appear to benefit from the explicit teaching of strategies to comprehend text and smaller group work. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension, and oral language approaches. No particular strategy should be seen as a solution, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies. OFSTED (2015) 'Pupil Premium' report suggests that using TAs to deliver highly structured interventions which are frequently evaluated is beneficial in closing the gap. The majority of effective approaches involve targeted small groups or one-to-one interventions. Impact in small groups tends to be a little lower (+3 months), but this needs to be offset against the greater number of pupils who benefit.	2, 4, 5, 7

| Additional School Time and Learning Opportunities

High-quality teaching and learning across the curriculum including additional curriculum time.

Extensive enrichment programme, lunch time and period 6 revision for all Year 11 pupils.

Purchasing of Revision guides to support pupils learning and achievement at KS4. | Programmes that extend school time have a positive impact on average.

Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.

Most of the evidence relates to literacy and mathematics with similar effects in both subjects.

However, enrichment activities without a specific focus on learning can have an impact on attainment. Although the effects tend to be lower and the impact of different interventions can vary a great deal these interventions may, however, be beneficial for their own sake outside of any attainment impacts.

There is some evidence that involvement in extra-curricular sporting activities may also increase pupil attendance and retention.

Evidence suggests that disadvantaged pupils might benefit **more** from additional school time. (EEF, 2021) | 1, 2, 3, 4, 5, 6, 7, 9, 10 |

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

<mark>Budgeted cost: £155263</mark>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Monitoring, Evaluation, and Interventions • First day calls by Attendance team for all pupils absent from school by 9.30. • Tracking document of lates and absents. • Parental engagement with EPRA	Improving attendance is key to raising the academic success of PP pupils. Pupil absence rates are strongly associated with KS4 outcomes. There are many diverse reasons behind pupil absence such as illness, low self-esteem, and caring duties (Malcolm et al., 2003). PP pupils, on average, achieve lower grades than their more advantaged peers and they make less progress across the secondary school	1, 2, 3, 6, 7, 8, 9 10

evenings. • Newsletter. • Raised profile across all stakeholders. • Identify pupils experiencing family and social issues and subsequent attendance issues. • Social and emotional interventions are implemented as necessary by SEMH counsellor and pastoral team. • Additional support from Pastoral leaders and involvement with external agencies, where appropriate. • Small group meeting with their PP mentor once per half term to identify the barriers with attending school.	(Shaw et al., 2017). The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage KS4, the lower the likely level of attainment at the end of KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons. Improving the Key Stage 4 (KS4) outcomes of pupils from disadvantaged backgrounds is a priority.	

Engaging with Families Engaging with families that are the hardest to reach. Developing a culture where education is valued. Supporting pupil, parents, and staff through increased communication, parental support meetings, assemblies, CPD, and sharing of information.	PP pupils have variable parental support, influencing outcomes. PP pupils' results vary considerably both within schools and between schools. The variation in how PP pupils perform within schools has been linked to several pupil background factors such as the pupil's home area (Shaw et al., 2017) and gender (Kirby and Cullinane, 2016).	1, 5, 6, 7, 10

Pupil Resilience	EEF (2021) suggests that social-emotional interventions are a high impact on cost. This is fixed in extensive research.	1, 3, 6, 7, 8, 9
Pupils' resilience and self-regulation supported by pastoral team: • reactive support throughout the school day • mental health support and education • behavioural support • HOY monitoring • Parental engagement • Personal Development days with external speakers SEMH Team to ensure intervention can take place with small groups. Smart use of data (well-being survey) to ensure early identification of those pupils who are likely to struggle with managing their behaviour or emotions.	Ken Reid's 2013 book *An Essential Guide to Improving attendance in your school: Practical resources for all school managers* highlights the complexity of the task and previous research (such as DfE, 2016; and Malcolm et al., 2003) has drawn attention to the multiple factors behind pupil absence which are individual to the pupil such as: • illness • caring responsibilities • ability to make and keep friends. • loss of confidence in their academic abilities • dislike of particular subjects, teachers, and lessons	

Early identification and Removing of Barriers to Learning	A pupil's attainment and progress is also associated with the school environment, which varies considerably across the country.	1, 3, 4, 5, 7, 8, 9, 10
SEND provision. • SENDco • SEND team. SEMH provision • Mental Health First Aid • SEMH interventions Pastoral Team: • DHT pastoral • AHT attendance • DSL team • Heads of Year x5 • Pastoral Leaders x 4 • Pastoral manager x 1 • Attendance officer x 1 • Pupil support Officer x1 • Family welfare x 1 • Counsellor x 1 • External agency support Uniform support: • School uniform (costs) can cause significant challenges for some families. • Uniform online shop- Uniformd	PP pupils' progress and attainment are strongly associated with background factors: gender, EAL status, home area deprivation, SEND status and ethnicity. PP pupils with SEN support or an Education Health and Care plan (EHCP) are predicted to have significantly lower outcomes, than their disadvantaged peers who did not have some form of SEN identification. Previous research (Macleod et al., 2015) shows that to improve pupil outcomes we need to address the underlying root causes behind a pupil's actions, which are often specific to the individual. What poverty is associated with – e.g., lower attendance - and how to remove those barriers – e.g., bullying, mental health concerns - should be focused on. This is to boost outcomes for individual pupils and the disadvantaged group overall. (Calder, NFER, 2019)	
Cross Curricular Programme of Activities • Wide range of educational trips and Visits • A number of PP places funded per trip, where necessary. • Full CEIAG programme, with a wide range of opportunities.	Supports the whole school approach to the developing the whole child and provides opportunities post-pandemic to enhance exposure to cultural capital. Will develop self-confidence and encourage positive perceptions of school whilst also providing future links to careers, which will develop pupil aspirations.	1, 2, 6, 8, 9, 10

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Total budgeted cost: £ *295,890*

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 2022 to 2023 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The average Progress 8 score for pupil premium pupils was -0.61 compared to -0.29 for non-pupil premium pupils. This improved from a Progress Score of -0.89 in the November mock examinations.

Male pupil premium pupils average Progress 8 score was -0.72 compared to -0.54 for female pupils. The Pupil Premium GCSE Progress 8 score was significantly affected by 3 pupils who were persistent absentees and did not sit any examinations. The Progress 8 score, if these pupils are removed is -0.46.

The Progress 8 score for pupils receiving the pupil premium whose attendance was greater than 50% was -0.27. Female pupil premium pupils had a Progress 8 score of -0.29 and male pupil premium pupils of -0.22.

Pupils with both Pupil Premium and SEND had an average Progress 8 of -0.51 whilst those without SEND had a Progress 8 score of -0.55. 40% of pupil premium pupils attained the EBACC compared with 60% of non-pupil premium pupils. This is an improvement on 2022 where only 37% of pupil premium pupils attained the EBACC compared to 64% of non-pupil premium pupils.

Average Progress 8 score of pupils who met regularly with their mentors as part of the 10 Steps to Success programme scored an average Progress 8 score of -0.016 compared to -1.58 for those who failed to attend the sessions each half term.

The Assistant Headteacher responsible for Pupil Premium alongside the Senior Leadership Team regularly and consistently track the progress of Pupil Premium pupils and evaluate the effectiveness of current, past, and forthcoming intervention activities.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.