

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	St Bede's Catholic Academy
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mike Shorten
Pupil premium lead	B Rizzi-Allan (ExH)
Governor / Trustee lead	Liz Duffield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,020
Recovery premium funding allocation this academic year	£8,990
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	£159010

Part A: Pupil premium strategy plan

Statement of intent

At St Bede's, we recognise that Pupil Premium pupils are not necessarily low ability and focus on supporting all disadvantaged pupils to achieve the highest levels.

We 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 who we have legitimately identified as being socially disadvantaged.

The school makes use of available evidence from both its own experience and that of others, including research-based evidence from the EEF, when allocating funding that is most likely to have an impact on improving pupils' achievement

- This plan to is help close the widening and worsening gaps in attainment and progress of our pupil premium children that has accelerated during the national pandemic.*
- This PP report is part of a whole school ethos*
- Achievement data is reviewed regularly and robustly to monitor whether interventions or programmes are working effectively. The school does not simply use data retrospectively to see if something has been successful.*
- This plan will help PP access wider opportunities with school hours and out of school hours.*
- Class teachers know which pupils are eligible for the pupil premium to enable them to assume responsibility for accelerating progress of those individuals, this is monitored by SLT and PP champion.*
- Pupil premium funding is used successfully to deal with a range of issues, for example: attendance, behaviour, confidence, reading, factors outside of school, professional training for staff on helping disadvantages pupils, effective teaching and learning, targeted support, further enrichment etc.*
- This plan will ensure that attendance of PP children will at least be in line with the national average of all children.*
- This strategy is a targeted and bespoke approach based on assessments of teachers. Identified children will be given support that will close gap in their learning and knowledge. We acknowledge that wider strategies that support with mental health and wellbeing, attendance and behaviour may also have a positive impact on the success of the child at school.*
- School take a tiered approach to Pupil Premium spending. Teaching should be the top priority followed by a targeted approach and wider strategies*

Challenges

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

Challenge number	Detail of challenge
1	Identified disadvantaged children who are not on track to pass phonics test.

2	Disadvantaged children to perform at least in line with national average in R/W/M and phonics attainment at end of KS1 and KS2
3	Persistent absenteeism of PP
4	To allow all children to have experiential activities and informative educational visits
5	

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
Outcomes and progress for all pupils and specifically for disadvantaged pupils are at least in line with national expectations at the end of KS1 and in year 1 phonics screening check.	Data shows that PP children are catching up with non-PP children. Gap between attainment and progress for national data for all children is closing
Outcomes and progress for all pupils and specifically for disadvantaged pupils are at least in line with national expectations at the end of KS2	Data shows that PP children are catching up with non-PP children. Gap between attainment and progress for national data for all children is closing
Maintain high overall attendance that is consistently better than local and national averages.	Children are happy and confident to come to school. Our attendance for all groups is at least in line with all groups national average for attendance. We continue with well below national, local authority and trust absences averages for disadvantaged children
To ensure that identified children has access a high degree of wider opportunities with school and school will support with wider opportunities that are provided within the local community.	Children are prioritised for wider opportunities and school removes barriers for attendance at ASC. School provided direct funding to outside organisations to allow children to attend at weekends and evening. School greatly subsidises school visits and ensures that all children have at least two offsite visits per year. Disadvantaged children have the opportunity to learn a musical instrument in addition to class based musical instrument instruction. Heavily subsidised educational visits.

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: £ 13,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading plus intervention to be delivered 3x weekly by all class teachers from year 3 upwards</i> £2550	Children are assessed constantly and given a plan that matches their reading ability, the teacher is able to see area of weakness immediately and provided resources and interventions based on their needs	2
<i>CPD for all class based staff on reading fluency and latest RWInc phonic training.</i> £3236	All class-based staff will receive training in reading fluency, reading comprehension and how we teach phonics. All staff access to RWINC portal for up to date training on phonics. Those staff delivering the phonics will be given the latest RWInc training and use the latest resources that emphasis fluency.	1
<i>Additional teacher to support in year 6 for one day</i> £7392	All research suggests that expose to high quality teaching in smaller groups is highly effective in improving progress and attainment.	2
<i>Targeted KS1 and EYFS interventions to be carried out by staff.</i>	Early invention is the best approach in reducing the disadvantaged gap	1

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

Budgeted cost: £24,381

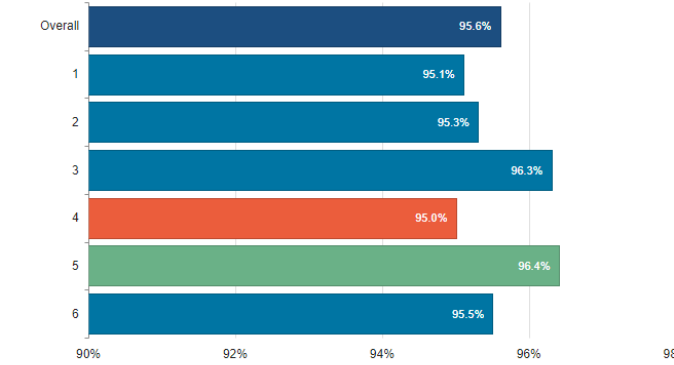
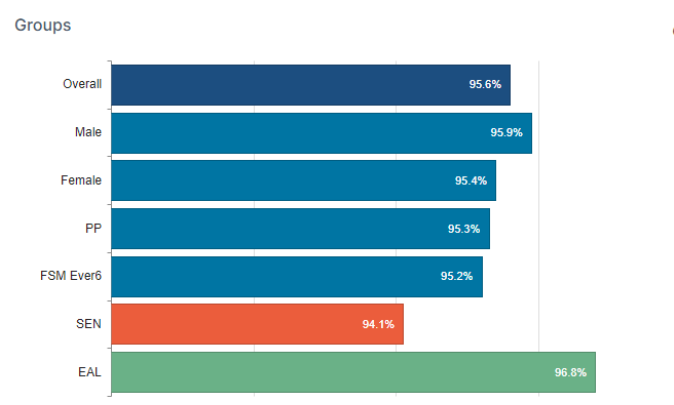
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased hours of experienced teacher to support PP with small group/individual interventions</i>	EEF research and in school data has shown that high quality teaching in smaller class sizes can have a positive impact if attendance is maintained.	1-2

<i>£3150</i>	A rigorous monitoring and overview by all stakeholders ensure that the impact of these interventions is positive. Children work best with familiar faces in familiar environment.	
<i>Pre -post teaching carried out by all staff</i>	Addressing misconceptions quickly and carrying out pre-teaching has a positive impact on the outcomes in a lesson. This is a strategy that is school wide and carried out on a daily basis.	1-2
<i>Intervention's manager to oversee all interventions and along with class teacher monitor their impact.</i>	This ensures we have a "joined up" approach and have a clear oversight of what interventions are being covered, who is accessing the, Crucially, the SLT and interventions manager can monitor the impact of any interventions carried out.	1-2
<i>Non-school based enrichment for targeted children</i> <i>£1000</i>	We budget for children who may want to join an outside club or society or activity but financial constraints prevent the children from doing this.	1-4
<i>TA support X3</i> <i>£20,231</i>	TAs are used (after full training) to carry out post and pre teaching activities and delivery of specific interventions.	1-2

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

Budgeted cost: £ 74,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officer half day per week</i> <i>£3537</i>	Our attendance is well above national average and our absence rates are well below national average.	1-4

	<p>Overall</p>  <table border="1"> <caption>Overall Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>95.6%</td> </tr> <tr> <td>1</td> <td>95.1%</td> </tr> <tr> <td>2</td> <td>95.3%</td> </tr> <tr> <td>3</td> <td>96.3%</td> </tr> <tr> <td>4</td> <td>95.0%</td> </tr> <tr> <td>5</td> <td>96.4%</td> </tr> <tr> <td>6</td> <td>95.5%</td> </tr> </tbody> </table> <p>Groups</p>  <table border="1"> <caption>Groups Data</caption> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>95.6%</td> </tr> <tr> <td>Male</td> <td>95.9%</td> </tr> <tr> <td>Female</td> <td>95.4%</td> </tr> <tr> <td>PP</td> <td>95.3%</td> </tr> <tr> <td>FSM Ever6</td> <td>95.2%</td> </tr> <tr> <td>SEN</td> <td>94.1%</td> </tr> <tr> <td>EAL</td> <td>96.8%</td> </tr> </tbody> </table>	Category	Percentage	Overall	95.6%	1	95.1%	2	95.3%	3	96.3%	4	95.0%	5	96.4%	6	95.5%	Group	Percentage	Overall	95.6%	Male	95.9%	Female	95.4%	PP	95.3%	FSM Ever6	95.2%	SEN	94.1%	EAL	96.8%	
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<p><i>Art /play therapist in school half day per week</i></p> <p><i>Children have access to child psychotherapist based in school one day per week</i></p> <p>£9661</p> <p><i>Future steps occupational therapy programmes</i></p> <p>£7919</p> <p><i>Educational psychologist, termly support</i></p> <p>£3700</p> <p><i>School to pay for speech and language therapist to attend weekly.</i></p> <p>£7800</p>	<p>The OFSTED frame work highlights expectations round school to provide wider opportunities and to remove barriers to learning. School recognises the low level of children entering school and the very high deprivation index and current pressure on NHS support services. We use of PP funding to ensure children get access to opportunities and support/ enrichment quickly.</p> <p>When it becomes evident that a child needs more support to catch up to their peers. We discuss possible reasons and intervene that goes beyond supporting academic progress.</p> <p>The providers identified are experts in their fields and have a proven track record in supporting children to be more successful in school. School monitors these interventions and measures the impact for each child on attainment and progress.</p> <p>We have used the EEF model of a tiered approach in supporting PP children.</p>	1-4																																
<p><i>Book in a box and story time reading initiative. A high-quality reading resource sent to their home each month.</i></p> <p>£1700</p>	<p>This initiative engages children at home and allows them to access high quality reading resources. We have decided to personalise our approach to home reading,</p> <p>This allows children to purchase at school high quality text (they request) at a highly subsidised price.</p>	1-4																																

<p><i>£1 book club</i> <i>£1000</i></p>		
<p><i>Breakfast club subsidy</i> <i>£3000</i></p>	<p>Due to the school's locality and socio-economic challenges we subsidise breakfast club to ensure all children have access to a breakfast and to support working parents with morning childcare.</p>	1-3
<p><i>TVMS</i> <i>£6,800</i></p>	<p>All KS2 children will learn a musical instrument. All children will be receiving singing and music lessons by qualified professional Children will have opportunity to join an afterschool choir.</p>	1-4
<p><i>Subsidy of school trips/residential/enrichment visits</i> <i>£6000</i></p>	<p>We commit to wider experiences in the local area and beyond. We do not make this cost prohibitive. Educational visits are charged at a very low cost and targets our most disadvantaged and "working poor" families.</p>	1-3
<p><i>Uniform and clothing</i> <i>£4000</i></p>	<p>We are proud of our uniform and how smart our children are. At the start of an academic year we provide a free jumper or blazer for each child. The rest of the uniform can be purchased from most supermarkets. The tartan skirt/pinafore is optional.</p>	1-4
<p><i>Employment of parent support officer</i> <i>£19510</i></p>	<p>An invaluable role that allows us to form good relationship with vulnerable families and support with the heavy safeguarding work load.</p>	1-4

Total budgeted cost: £ 112,205

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.**

Our end of year GLD, KS1, Phonics data showed the gap between PP and other is closing. However, KS2 data shows some gaps between disadvantaged and non-disadvantaged children. Many children who were on track to meet age related expected fell just below the criteria to meet it. We are confident that many children, through well-planned interventions programme will close any gaps. We are carrying on with the planned interventions, pre/post teaching, small group teaching and partnership with external providers.

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
Therapeutic occupational therapy interventions	Future steps occupational therapy
Child counselling, psychotherapy, art, play, trauma therapy	Bungalow Partnership
Reading Plus intervention	Reading plus
Delivers high quality books and age-appropriate magazines to all pupil premium children at home	Book in a box Story time
Ability to refer and assess children within two weeks, to have therapist deliver/design a programme in school within a month of a problem being identified.	NHS Tees speech and Lang service for stutters
Private Speech and language therapist – ½ a day a week	Emma Harrison SLT
Intensive 20-week Lang programme for reception age children	NELI Nuffield early language intervention

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Teaching children in small, targeted groups.</p> <p>Access to child counselling and other therapies continuing.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Improved attendance – children are happy to come to school. Children were able to access reading interventions.</p>

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.