# Pupil premium strategy statement – St Bede’s Primary School Darlington.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged children last academic year.

## School overview

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| Detail | Data |
| Number of children in school | 295 (Excluding Nursery) 314 (incl Nursery) |
| Proportion (%) of pupil premium eligible children | 16% (51 children) |
| 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)** | 24-25 |
| Date this statement was published | December 31st, 2024 |
| Date on which it will be reviewed | September 25 (reviewed termly also) |
| Statement authorised by | Laura Cuff |
| Pupil premium lead | Laura Cuff |
| Governor / Trustee lead | Marianne Taylor |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £63,840 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £0 |
| 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* | £63,840 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Bede’s our ultimate aim is for all of our children, regardless of their backgrounds or challenges they may face, will make good progress and achieve high attainment across all subject areas. We recognise that Pupil Premium children are not necessarily low ability and we focus on supporting all disadvantaged children to achieve the highest levels. At St. Bede’s, we have the highest aspirations for all of our children. Our mission is to create confident and independent learners who have the skills and knowledge needed to be the best that they can be and who serve each other in a loving, Catholic Community. We strive to develop confident individuals who are able to live safe, healthy and fulfilling lives, creating responsible citizens who make a positive impact on our world.  We aim to achieve this in a tiered approach, as research in the EEF.   * Effective daily teaching offering challenge and support. * Targeted academic support with structured interventions * Wider strategies, dependent on individual need,   The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  Quality First Teaching is central to our approach, with a focus on areas in which disadvantaged children require the most support. All children have access to a broad and balanced curriculum that is rich in cultural capital, which is taught through Quality First Teaching.  At St Bede’s, we aim to provide reliable and progressive learning experiences, therefore we are prioritizing:   * Providing forensic analysis to support and improve attendance. * Ensuring that all our staff are experts in the teaching of phonics and early reading. * Ensuring that our most vulnerable to children have access to bespoke intervention and one-to-one support, if needed. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Achieving higher standards in CRWM |
| 2 | Some evidence of persistent absenteeism. |
| 3 | Lack of ambition: often stemming from limited exposure to higher education pathways, diverse career options, and a strong support network that believes in each pupil’s potential for success. |
| 4 | Poor social and emotional resilience which can sometimes affect relationships and attainment |
| 5 | A number of our disadvantaged children experience challenges related to high involvement with social services due to complex family situations. |

## 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.

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| Intended outcome | Success criteria |
| Increase overall attendance rates for disadvantaged children, ensuring attendance is in line with or above the national average. | * Attendance improvement * Reduction in persistent absenteeism * Increased family engagement |
| Inspire and increase children’ aspirations by exposing them to a wide range of higher education opportunities, career pathways, and inspirational role models.  Strengthen support networks by involving families in aspiration-building activities, fostering a community that believes in and champions each pupil’s potential. | * Disadvantaged children participate in a set number of aspirational activities. * Evidence of improved engagement in school, with increased participation in extracurricular activities among disadvantaged children. |
| Enhance children’ social and emotional resilience, equipping them with the skills to manage emotions, build positive relationships, and navigate challenges effectively.  Improve social interactions and relationships within the school environment, contributing to a sense of belonging and a supportive peer network.  Provide targeted social-emotional learning programs that strengthen resilience and self-regulation, positively impacting both academic attainment and well-being. | * Identified children regularly participate in social-emotional learning (SEL) programs, group sessions, or individual interventions. * Observational data and teacher feedback indicate improved peer relationships and fewer incidents of behavioural disruption among participating children. |
| Provide a stable, supportive, and nurturing school environment that promotes consistency and structure for children affected by family challenges.  Foster positive relationships with families and social services, creating a coordinated support network that helps mitigate external stresses on children, enhancing their capacity to focus on learning. | * Effective coordination with social services for relevant children, including regular communication and collaborative support plans. * Feedback from children and families indicates they feel safe, supported, and stable at school. |

## 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: £0

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A robust feedback policy. Clear and actionable feedback to allow metacognitive strategies as children learn. | EEF. Low attaining pupils tend to benefit more from explicit feedback than high attainers. | 1 |

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

Budgeted cost: £14,700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional support in UKS2 to support interventions and in-class support to facilitate higher levels of challenge (2 full days per week.) | All research suggests that exposure to high quality teaching in smaller groups is highly effective in improving progress and attainment. | 1 |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *49,140*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tracking system to monitor attendance of children whose attendance falls below 90%  ***(One day of admin work per week with DHT)***  First day response to query unexplained absences | EEF promotes the benefit for parental engagement | 2 |
| PSA employed to support vulnerable families and provide support where needed. | PSA on hand to support families in and out of school/phone calls if needed. | 2,5 |
| Stabilising emotional behaviours so that children are ready to learn. | Qualified ELSA/PSA has worked for the last 18 months providing interventions (1:1 and group) to provide emotional support to those disadvantaged pupils and their families. | 4 |
| PSA/Mindfulness club/ Shared lunch | PSA facilitates a mindfulness club promoting positive/growth mindsets.  Shared lunches, once per week, offer children who may feel overwhelmed an opportunity to discuss their worries in a safe space, whilst also socialising in a smaller group. | 4 |
| PP children have access to one free after school club per week, free of charge.  Subsidised residential visits | EEF Research ‘By providing physical activities, free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.’  As above. | 3,4 |
| Regular communication and support for families by liaising with social care. | Access to Building Stronger families for children to manage anxieties and mental health issues and offer support for parents. | 4,5 |
| Planned opportunities for future careers to instil high aspirations and a culture of ambition. | Aspirational interventions aim to raise student ambitions by exposing them to opportunities they might not have otherwise considered.  These may include: Career talks and workplace visits, providing tailored support for students to explore future possibilities and establishing connections with local employers and industries. | 3 |

**Total budgeted cost: £63,840**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged children

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| Outline the performance of your disadvantaged children in the previous academic year and explain how it has been assessed. You should draw on:   * Data from the previous academic year’s national assessments and qualifications, once published (including school attainment and progress measures) * EBacc entry data for secondary schools * Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and children, differently) and outcomes achieved by your school’s non-disadvantaged children * Information from summative and formative assessments the school has undertaken. * School data and observations used to assess wider issues impacting   disadvantaged children’ performance, including attendance, behaviour and  wellbeing  You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.  If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met. |

## 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.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *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** |
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| **The impact of that spending on service pupil premium eligible children** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged children, that is not dependent on pupil premium or recovery premium funding.* |