

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
St Bede's Catholic Primary School Darlington	
Number of pupils in school	293 (R – Y6)
Proportion (%) of pupil premium eligible pupils	17% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	J Wilson
Pupil premium lead	L Cuff
Governor / Trustee lead	R Rochester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71,095
Recovery premium funding allocation this academic year	£ 6,380
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	£ 77,475

Part A: Pupil premium strategy plan

Statement of intent

-The pupil Premium funding is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The percentage of pupils at St Bede's who are eligible for pupil premium is ?% which is lower/higher/in line with the national average for 2023/2024.

At St Bede's it is our intention to close the attainment gap between pupils in receipt of pupil premium and their peers and to ensure that this is sustained.

To do this we will ensure that:

- *The specific needs of pupils are identified.*
- *The academic attainment for vulnerable pupils is monitored with adaptations to learning applied to meet changing needs.*
- *There are robust systems of communication between professionals in school and between parents.*

Disadvantaged pupils who also have additional SEND needs will have their needs precisely diagnosed with small steps of learning identified within SEND support plans. Pupils may have needs from one or more of the broad areas outlined below:

- *communication and interaction*
- *cognition and learning*
- *social, emotional and mental health difficulties*
- *sensory and/or physical needs*

It is our intention that disadvantaged pupils will make at least expected progress from their starting points and that where necessary some identified pupils will make enhanced progress towards meeting targets.

At St Bede's the pupil Premium grant is allocated carefully to enable us to eliminate identified barriers to success for pupils. Depending on the nature of the barrier the funding is used to provide:

- *one to one and small group interventions*
- *whole school approaches to learning*
- *social and emotional support*
- *support with self-regulation and physical needs*
- *physical resources*

We aim to build self-esteem, improve parental engagement, promote positive attitudes to school, build high aspirations and create a school climate where pupils fulfil their social, emotional academic and spiritual potential. This is our aim for all pupils regardless of whether they are in receipt of the Pupil Premium Funding Grant. This will be achieved through offering a bespoke welfare provision and a broad and balanced rigorous curriculum adapted to the needs of all pupils. Children will have access to high quality adult support through targeted intervention programmes. We aim to ensure that all pupils and their parents and carers (disadvantaged or not) can engage in all aspects of school life equally.

Our ultimate objectives for our disadvantaged pupils are:

All children will be taught through an ambitious curriculum which is well resourced and underpinned by an evidence based pedagogical approach.

All children will be supported to fulfil their potential socially, emotionally, spiritually and academically.

The Key principles in our strategy plan are:

That pupils' voices and those of family and advocates will be listened to and taken into consideration particularly when decisions are made.

That all our pupils will be active participants in the life of the school and community.

That our teachers and all members of staff will have positive attitudes towards all pupils and the will to work collaboratively with colleagues for the benefit of our whole community

Teachers are well supported through CPD to develop the skills to meet the diverse needs of all our pupils.

We will seek the support the support of interdisciplinary agencies to endeavour to fully meet the needs of the pupils in our care.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils have lower attendance than the school as a whole
2	We have a significant minority of pupils with complex needs, including speech and language, social communication, poor working memory, attention deficit,

	gross and fine motor deficit, inability to self - regulate, social, emotional and mental health.
3	Some disadvantaged pupils (as well as many other pupils) have limited access to a wide variety of enrichment experiences. This means that their knowledge of the world and their ability to acquire new language is limited.
4	Some pupils particularly in Key Stage 2 do not attain as well as their peers in Reading Writing and Mathematics. Some pupils are vulnerable in either reading, writing or maths or in two, or all three subjects.
5	Outcomes for some disadvantaged pupils are adversely affected by their SEND needs

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
To achieve and sustain improved attendance for all pupils particularly for those who have multiple vulnerabilities	By end of academic year 23/24 Overall attendance is above 97% for all pupils. The percentage of pupils with persistent absence has been reduced from the previous year. Persistent absence for pupils who are disadvantaged is in line with peers.
To provide interventions and opportunities for all pupils who have complex needs which will support social emotional and mental health. Teach strategies for self – regulation and support poor working memory.	By end of academic year 23/24 Teachers report that children have improved ability to self – regulate and are therefore better able to manage their learning in class. Children can recognise changes in their physiology and describe these when thinking about their emotional state
School has a rich offer of clubs and extra-curricular events for all children. To ensure that pupils who are disadvantaged are encouraged to take part and possible barriers such as funding are removed.	By end of academic year 23/24 All pupils have benefited from extracurricular experiences. Pupil voice confirms that pupils enjoy the activities on offer. Parents voice confirms the opinions of pupils. Children can articulate what they liked about the experiences and how they have benefited from them.
Improved attainment for disadvantaged pupils by the end of Key Stage 2 ensuring they make at least expected progress from starting points.	By end of academic year 23/24: Data shows that disadvantaged pupils have made expected progress from their starting points. Disadvantaged pupils are tracked and targeted for intensive support to ensure they

All disadvantaged pupils make the necessary accelerated progress to begin to catch up with their peers

make appropriate progress within all year groups.

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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all teaching and support staff to embed quality first teaching strategies based upon research of best practice.</p> <p>Strategies will include:</p> <p>Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.</p> <p>Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>	<p>The Education Endowment Foundation provides evidence that ‘indicates great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly for the most disadvantaged among them’</p> <p>EEF toolkit mastery suggests +5months progress.</p>	<p>2,4,5</p>
<p>New schemes for reading/writing and maths to be purchased/developed and embedded.</p> <p>The maths curriculum and planning will be in line with the DFE non</p>	<p>The new schemes are guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. They will be underpinned by explicit vocabulary instruction and research-focused pedagogy.</p>	<p>2,4,5</p>

<p>statutory guidance and EEF recommendations.</p>		
<p>Social and emotional approaches to learning and self-regulation will be embedded to all aspects of school life.</p> <p>For example: All classes will have bespoke spaces for 'Zones of Regulation'. Children are encouraged to reflect upon their poor behaviour choices.</p> <p>Specific support is provided to trained TAs</p> <p>Cost of NPQLBC</p>	<p>Research shows that the development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving.</p> <p>from The Education Endowment Foundation states:</p> <p>'There are some indications that children from disadvantaged backgrounds Research are more likely to begin early years education with weaker self-regulation skills than their more affluent peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>EEF suggests an improvement of 3 months</p> <p>Staff will have the essential knowledge skills and concepts to be able to lead culture and behaviour, therefore improving outcomes in school for all children including those in receipt of additional PP funding.</p> <p>The EEF suggests 4+ months improvement</p>	<p>2,4,5</p>
<p>Access to specific training early career framework support and mentor training for ECTS TA's to have access to HLTA training Access to NPQ leadership training for teachers</p>	<p>As above in Training for all teaching and support staff, and ...</p> <p>Research instructed by the EEF project and carried out by the Institute of Education's centre for teachers and Teaching Resource</p>	<p>2,4,5</p>

<p>NASENCO training for SENDCos</p>	<p>In building a highly skilled and motivated team we will be best able to support our most vulnerable pupils. See the EEF recommendations below:</p> <p>1 Create a positive and supportive environment for all pupils, without exception.</p> <p>2 Build an ongoing holistic understanding of pupils and their needs</p> <p>3 Ensure all pupils have access to high quality teaching.</p> <p>4 Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p>5 Work effectively with teaching assistants</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of SEND resources such as Style Frames for reading and maths</p> <p>Embedding activities such as Sensory circuits</p> <p>Provision of individual extra-curricular clubs such as mindful colouring</p> <p>RWI interventions</p> <p>Targeted support in small groups and for</p>	<p>Education Endowment Foundation diagnostic approach to identify capabilities and difficulties to match appropriate interventions.</p> <p>Small group interventions with well trained staff have been shown to be effective.</p> <p>Visible learning by John Hattie:</p> <p>‘This means that all students should be able to see how their efforts are contributing to their education and that teachers are able to self-reflect on their practice to measure how it impacts student outcomes’.</p>	<p>2,3,4,5</p>

<p>individuals not making sufficient progress based on analysis of assessments in RWM</p>	<p>Education Endowment Foundation Toolkit cites the following evidence for closing the disadvantage gap with small group learning:</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	

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

Budgeted cost: £40,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance for all pupils but with a particular focus upon removing barriers for disadvantaged pupils and pupils with multiple vulnerabilities.</p> <p>Appoint a PSA to work with pupils and parents to: improve attendance and punctuality. and Support parents to engage with pupil learning and development.</p>	<p>Research has found that poor attendance in school is linked to poor academic attainment across all stages.</p> <p>A government report found that:</p> <p>The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e., every extra day missed was associated with a lower attainment outcome.</p>	<p>1,5</p>

Support and improve parenting skills. Provide access to wider support services.		
Well-Being offer: Provide regular tailored ELSA support to targeted pupils. All classes to have clear areas to support self – regulation.	Research from the Education Endowment Foundation: Social and Emotional skills are essential for children’s development – they support learning and are linked to positive outcomes in later life, with the right support children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.	1,3,5
Extracurricular activities targeted to Pupils in Upper Key Stage 2 A full extra-curricular offer is available for all pupils after school and at lunchtime	Planned extra – curricular activities which include short, regular. And structured teaching in literacy and mathematics as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone - Education Endowment Foundation Research conducted by the University of Bath, found that children who do participate in extra-curricular activities gain confidence and build up their social skills... They are also more likely to aspire to go on to higher or further education.	1,2,3,4,5

Total budgeted cost: £ 77475

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.

	<i>% exp standard</i>	<i>% Dis exp standard</i>	<i>% higher standard</i>	<i>% Dis Higher standard</i>	<i>Average scaled Score</i>	<i>Progress</i>	<i>National 2022</i>
<i>Reading</i>	71		27		104.3	-2.5	0.04
<i>Writing</i>	62		16			-2.5	0.05
<i>Maths</i>	64		18		102.8	-2.9	0.04
<i>RWM com</i>	44	27	4	0			59
<i>GPS</i>	71		16		102.8		

At the Expected Standard

All Pupils: attainment up 15% in Writing, up 6% in Maths and up 1% in Reading. Combined RWM attainment is up 4%, reducing the gap to national to 15%.

Disadvantaged: in-school gap similar to 2022 with gap to national other pupils closing slightly by 5%.

At the Higher Standard: All Pupils: attainment is up in both Reading and Writing with Writing now above national and Reading almost in-line. However, Maths is slightly down on 2022 and is now 6% lower than national. Combined RWM attainment, at 4%, is down on 2022 too and 4% below national.

Disadvantaged: no disadvantaged pupils at a higher standard in RWM, consequently gap to other pupils, both at St Bede's and nationally, has opened this year.

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

