

Pupil premium strategy statement - St. Bede's Catholic Primary School, South Shields

This statement details our school's use of pupil premium 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	200
Proportion (%) of pupil premium eligible pupils	15.53%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	11.11.25
Date on which it will be reviewed	December 2026
Statement authorised by	Carol Devine - headteacher
Pupil premium lead	Carol Devine - headteacher
Governor / Trustee lead	Catherine Ellwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£48,480

Part A: Pupil premium strategy plan

Statement of intent

At **St. Bede's Catholic Primary School**, our ultimate objective for disadvantaged pupils is to ensure they achieve their full potential academically, socially, and spiritually. We aim to:

- **Close attainment gaps** between disadvantaged pupils and their peers.
- **Raise aspirations** so every child believes they can succeed.
- **Promote wellbeing and resilience**, enabling pupils to flourish in all aspects of life.
- **Provide equitable access** to enrichment opportunities that broaden horizons.

Our mission, *"With Christ at our side to guide us, we shine in all that we do,"* underpins this commitment. We believe every child is a unique gift from God and deserves the best possible start in life.

How Our Current Strategy Works Towards These Objectives

Our Pupil Premium strategy is built on a tiered approach recommended by the **Education Endowment Foundation (EEF)**, focusing on:

High-quality teaching

- Investing in professional development to strengthen pedagogy and curriculum delivery.
- Embedding evidence-based practices such as feedback, metacognition, and adaptive teaching.

Targeted academic support

- Providing small-group and one-to-one interventions in reading, writing, and mathematics.
- Using diagnostic assessments to identify gaps early and tailor support effectively.

Wider strategies

- Improving attendance and punctuality through family engagement and pastoral support.
- Enhancing wellbeing through counselling, mentoring, and access to extracurricular activities.
- Supporting families with resources and guidance to reinforce learning at home.

Key Principles of Our Strategy

- **Early identification and intervention:** We use robust data analysis to act quickly when pupils need support.
- **High expectations for all:** Disadvantaged pupils are encouraged to aim high and are supported to achieve ambitious goals.
- **Evidence-informed practice:** Our decisions are guided by research and EEF recommendations to ensure impact.
- **Whole-child development:** We recognise that success is not only academic but also emotional, social, and spiritual.
- **Collaboration and accountability:** Governors, staff, and families share responsibility for improving outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment Gaps in Core Subjects</p> <p>Many disadvantaged pupils enter school with lower starting points in reading, writing, and mathematics compared to their peers, which impacts progress and attainment. This impacts negatively on how these children access the wider curriculum.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • EYFS baseline assessments • KS1 and KS2 statutory data • Internal tracking and termly progress reviews
2	<p>Language and Communication Skills</p> <p>Limited vocabulary and oral language development hinder access to the curriculum and affect confidence in speaking and writing. Our assessments and observations indicate that this is more prevalent in disadvantaged pupils.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Speech and language screening • Teacher observations • Pupil voice surveys

3	<p>Attendance and Punctuality</p> <p>Persistent absence and lateness among some disadvantaged pupils reduce learning time and affect continuity of progress. On average, our attendance data reflects that the attendance of disadvantaged pupils is lower than for non-disadvantaged pupils. Attendance data also highlights that a slightly higher percentage of disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Attendance registers • Persistent absence reports • Trust, Local authority and National attendance data
4	<p>Social, Emotional, and Mental Health Needs</p> <p>Increased levels of anxiety, low self-esteem, and emotional regulation difficulties impact engagement and readiness to learn. This is evidenced by an increase in the number of pupils who need additional support in school and an increase in referrals school has made to external agencies for additional support.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Wellbeing surveys • Behaviour logs • Pastoral / SEND team records
5	<p>Access to Enrichment Opportunities</p> <p>Financial constraints limit participation in extracurricular activities, cultural experiences, and wider learning opportunities that build aspiration and cultural capital.</p> <p>The South Tyneside population experiences a higher level of social and economic disadvantage than the England average and there is a strong link between high levels of socioeconomic disadvantage and poor health. The English Indices of Deprivation based around seven domains: income, employment, health, education, crime, barriers to housing and living environment. According to the English Indices of Deprivation, Only 7% of neighbourhoods in England are more deprived than South Tyneside (ranked 2,508 out of 33,755 neighbourhoods).</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Club participation registers • Parent questionnaires • Pupil premium uptake records

6	<p>Parental Engagement and Support</p> <p>Some families face barriers in supporting home learning due to work commitments, language barriers, or lack of confidence in educational strategies.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Homework completion rates • Parent consultation feedback • Engagement in workshops and events
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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
Close attainment gap in reading, writing, and mathematics	Disadvantaged pupils make accelerated progress and the attainment gap reduces compared to national benchmarks by July 2026.
Improve oral language and vocabulary development	Pupils demonstrate improved vocabulary and communication skills, evidenced by teacher assessments and speech & language screening.
Increase attendance and punctuality	Disadvantaged pupils achieve 95%+ attendance and persistent absence falls below 8% .
Enhance social, emotional, and mental health	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • observations reflect that pupils are able to monitor and regulate their own learning.
Ensure access to enrichment opportunities	An increase in the number of disadvantaged pupils participating in at least one enrichment activity per term .

	The curriculum is planned to include purposeful opportunities for the children to experience the wider curriculum both in and out of school
Strengthen parental engagement	Increased attendance at workshops and events by 20% , and improved homework completion rates for disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD focused on adaptive teaching, feedback, and metacognition strategies	EEF research shows that improving the quality of teaching has the greatest impact on disadvantaged pupils. CPD in evidence-based strategies such as feedback and metacognition improves pupil progress.	1, 2
Recruitment and retention of experienced teachers in key year groups	EEF highlights that consistent, high-quality teaching is the most effective way to close attainment gaps. Retaining skilled staff ensures continuity and expertise.	1
Development of a vocabulary-rich curriculum and training for staff on oral language interventions	EEF recommends oral language interventions as highly effective for improving communication and literacy skills.	2
Coaching and mentoring teachers to ensure strong classroom practice	EEF suggests that mentoring and coaching improve teacher effectiveness, benefiting all pupils, especially disadvantaged learners.	1, 2

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

Budgeted cost: £18,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and one-to-one tutoring in oracy, reading, writing, and mathematics	EEF Toolkit: Small group tuition (+4 months) and one-to-one tuition (+5 months) show strong impact on progress for disadvantaged pupils.	1
Precision teaching and targeted phonics interventions	EEF: Phonics (+5 months) is highly effective for improving early reading skills, especially for pupils with gaps in decoding and fluency.	1, 2
Speech and language therapy for identified pupils	EEF: Oral language interventions (+6 months) improve communication and literacy outcomes.	2
Use of diagnostic assessments to identify gaps and tailor interventions	EEF: Assessment and feedback strategies improve pupil progress when used to inform teaching.	1, 2
Deployment of trained teaching assistants for structured intervention programmes	EEF: Teaching assistant interventions (+4 months) are effective when focused and evidence-based.	1, 2

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

Budgeted cost: £16,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support through family engagement, personalised plans, and incentives	EEF: Parental engagement strategies improve attendance and attainment. DfE guidance highlights the link between attendance and outcomes.	3, 6
Family worker appointed to support parents in partnership with school to secure best outcomes for the	EEF – Parental engagement	2,4

children. This is in relation to academic and emotional wellbeing		
Wellbeing and mental health support via counselling, nurture groups, and staff training	EEF: Social and emotional learning (+4 months) improves behaviour and attainment.	4
Subsidised access to enrichment activities (clubs, trips, cultural experiences)	EEF: Wider strategies to build cultural capital and aspiration have positive long-term impact.	5
Parent workshops and resources to support home learning	EEF: Parental engagement (+4 months) is effective when focused on learning strategies.	6
Breakfast club provision to improve punctuality and readiness to learn	EEF: Extending school time and providing structured start to the day improves engagement and attainment.	3,4

Total budgeted cost: £48,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024–25 academic year, our Pupil Premium strategy focused on improving attainment in core subjects, enhancing language development, and addressing barriers related to attendance, wellbeing, and enrichment. The following outcomes were observed:

Attainment in Core Subjects

Disadvantaged pupils made progress in reading, writing, and mathematics, with the attainment gap narrowing slightly compared to the previous year. However, gaps remain, particularly in reading and greater depth standards.

Evidence: End-of-year assessments, statutory data, and internal tracking.

Language and Communication Development

Pupils receiving targeted oral language interventions demonstrated improved vocabulary and confidence in speaking. Teacher observations and speech & language assessments confirmed positive impact.

Evidence: Intervention records, pupil voice feedback.

Attendance and Punctuality

Attendance for disadvantaged pupils remained the same at 92%, though persistent absence slightly improved from 33.3% to 27.78%.

Evidence: Attendance registers, Trust, LA & National data.

Social, Emotional, and Mental Health

Wellbeing initiatives, including nurture groups and counselling, contributed to improved engagement and reduced behaviour incidents.

Evidence: Behaviour logs, wellbeing surveys.

Access to Enrichment Opportunities

Positive uptake in the number of disadvantaged pupils participating in at least one enrichment activity per term, increasing cultural capital and aspiration.

Evidence: Club registers, trip participation records.

Summary:

While progress has been made in key areas, challenges remain in closing attainment gaps fully and sustaining improvements in attendance. These findings have informed our 2025–26 strategy, which prioritises high-quality teaching, targeted interventions, and wider strategies to address persistent barriers.

Externally provided programmes

Programme	Provider
N/A	

Further information (optional)

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 pupils that is not dependent on pupil premium funding.