

# Pupil premium strategy statement – St Bede’s Catholic College 2025-26

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	1312 1035 KS3/KS4 277 KS5
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 Year 2 of 3
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Robert King, Principal
Pupil premium lead	Corinne Mitchell, Assistant Principal
Governor / Trustee lead	Teresa Gilpin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£146,000

# Part A: Pupil premium strategy plan

## Statement of intent

At St Bede's Catholic College, our mission remains to ensure that every child is challenged and given every opportunity to flourish spiritually, academically and socially within a Christian environment founded on the Gospel of Jesus Christ. Guided by the Catholic Social Teaching principle of the *Option for the Poor and Vulnerable*, we continue to place the needs of disadvantaged students at the heart of our college community.

In the second year of our three-year strategy, we will consolidate the work begun in 2024–25, refining interventions to maximise their impact and embedding practices that have shown early signs of success.

The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have SEND and young carers. Despite a lower than national average number of disadvantaged students, our disadvantaged students still face significant barriers to learning, each with their own challenges, talents and interests and therefore we work collectively to identify what might support a student make the next steps in their learning, whether they are performing below, at or above expectations. By reviewing progress regularly and knowing our students, we are able to spot signs of underperformance and address them quickly with targeted support, which can be bespoke where needed.

Our approach will continue to focus on:

- **High-quality teaching first** — strengthening consistency in classroom practice, particularly in formative assessment, feedback and literacy across all subjects. Therefore, high-quality teaching remains at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our college. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- **Targeted academic support** — refining literacy and numeracy intervention programmes based on robust diagnostic data, and using tutoring strategically for those most in need.
- **Wider strategies** — continuing to prioritise wellbeing, attendance and parental engagement, ensuring that every student feels supported to attend, engage and succeed.
- **Sustained professional development** — empowering staff through CPD that sharpens pedagogy and enhances understanding of the barriers faced by disadvantaged students.
- **Deepen parental and community engagement**, recognising the crucial role of families in sustaining progress and aspiration.
- **Strengthen post-16 guidance and mentoring** so that more disadvantaged students continue into Areté or high-quality post-16 pathways.

Our ambition is for every disadvantaged learner to make progress at least in line with, and increasingly above, national averages, and to feel a strong sense of belonging and aspiration within our Catholic community.

To ensure our strategy remains evidence-informed and responsive, we will evaluate all actions using a combination of attainment data, attendance analysis, student voice, and teacher observation. Every member of staff is accountable for narrowing the gap — together we are ensuring that disadvantage is never a barrier to excellence. Effective CPD enables staff to confidently and clearly provide high quality feedback to students, be it for academic or pastoral endeavours. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Progress of disadvantaged and SEND students particularly in maths and English.</b></p> <p>Currently, Progress 8 score of disadvantaged students is 1 grade lower than that of their peers, with the maths average grade of disadvantaged pupils is 3 grades lower and the English average grade of disadvantaged pupils is generally 1 grade lower. Being able to successfully implement improvements in attainment of disadvantaged students in subjects, in particular maths and English is a key area of improvement for the College.</p>
2	<p><b>Literacy across the College</b></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Target grades show disadvantaged pupils to be on average 1 grade below non-disadvantaged pupils. The overall Attainment 8 estimate for current disadvantaged Y11 students is 1 grade lower than that of their peers. Lower levels of literacy impact student progress in all subjects and by prioritising literacy across the College we will be able to support students with obstacles they may face in accessing the curriculum and resources as well as advocate opportunities for many pupils, but in particular disadvantaged pupils to read for pleasure and to read for purpose.</p>
3	<p><b>Wellbeing of disadvantaged pupils</b></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils continues to have been impacted by partial school closures to a greater extent than for other pupils. An increase in social and emotional issues for many pupils, such as anxiety, depression (diagnosed by</p>

	<p>medical professionals) and low self-esteem is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. This has resulted in an increase in demand for wellbeing and mental health support which has an impact on their motivation, engagement and academic performance.</p>
4	<p><b>Challenge and Extended Tasks</b></p> <p>The Mission Statement and Teaching and Learning Charter at St Bede's includes challenge as one of its pivotal features. Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in subjects such as maths, science and humanities.</p>
5	<p><b>Attendance</b></p> <p>Our attendance data indicates that attendance among disadvantaged students has been approximately 4.5% points lower than for non-disadvantaged students. This percentage gap is significantly higher in Y8 and 9 compared to KS4.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress and our focus on making attendance everybody's business emphasizes that students have to be in school and able to pay attention before they can access learning.</p>
6	<p><b>Parental Engagement</b></p> <p>Positive relationships between families and the College are essential and the strengthening of supportive relationship is particularly important for disadvantaged pupils. Early identification of pupils and interventions for families of disadvantaged pupils who are struggling academically, with behaviours for excellence or wellbeing will ensure that fewer students reach 'crisis' point.</p>
7	<p><b>Preparation for Assessments</b></p> <p>There are significant barriers for disadvantaged students when faced with effective preparation for assessments and external examinations which has negative impact on opportunities for students to learn how to effectively prepare for examination across all year groups.</p>
8	<p><b>Improve opportunities for disadvantaged students to progress to Post-16 and beyond</b></p> <p>Whilst students remaining at Areté have increased, it is important to further maintain the retention of pupils between Year 11 and Year 12 in particular increasing the number of disadvantaged students choosing to remain at St Bede's.</p>

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2026/27, Attainment 8 will rise for disadvantaged students to at least 5.0.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieved:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of <b>3.93 (non-PP 5.88)</b> <ul style="list-style-type: none"> <li>○ This is an increase from 2023/24 KS4 outcomes for PP and non- PP students</li> </ul> </li> </ul>
Improved literacy levels, oracy and reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged students.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: the overall attendance rate for all pupils being 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.
To re-establish regular, high quality communications between families, college and students to provide best quality challenge and support, especially for disadvantaged students.	<p>Use of high-quality data from Class Charts, SISRA, FFT Aspire and CPOMS to identify students at risk and collaborative action to ensure early intervention meaning fewer students reaching “crisis” point.</p> <p>High engagement from families with parents’ evenings and other college events.</p>
To plan and implement academic interventions for disadvantaged and SEND students, based on high quality data.	<p>Accelerated progress leading to improved WTGs for students involved.</p> <p>Engagement improves across the academic year. Baseline established for future years.</p> <p>Tutoring and academic mentors procured to provide support for appropriate students. Good attendance to tutoring programmes.</p>

Further improve the retention of St Bede's students between Year 11 and Year 12	Maintain the high numbers of St Bede's students staying on in Areté in September 2025
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## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the mastery curriculum across subjects in line with the College T&L Charter 2.0 and further CPD to support the College Improvement Plan	The main focus of the Teaching and Learning Charter at St Bede's refers to aiming for mastery. This allows for progress which sure and steady with plenty of practice, concrete examples, counter-examples, borderline cases and exploration of meanings. Following the model used for CPD in 2024-25, Teaching and Learning Communities will be maintained. <a href="#">Mastery Learning EEF</a>	1, 2, 3, 4, 5, 7, 8
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	2, 4
Facilitate colleagues successfully completing an NPQ	NPQs are available for teachers and leaders who want to develop their knowledge and skills in specialist areas of teaching practice. NPQs are designed to provide training and support for teachers and school leaders at all levels and deliver improved outcomes for young people.  <a href="#">NPQ Reforms</a>	1, 2, 3, 4, 5, 7, 8

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted literacy and numeracy interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary and numeracy gaps.</p> <ul style="list-style-type: none"> <li>• Use of <b>Bedrock</b> to conduct <b>Reading Assessments</b> for all KS3 students and for disadvantaged and SEN students at KS4</li> </ul>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Provide a blend of external tuition, mentoring and school-led tutoring for vulnerable students at KS3 and KS4 whose progress is most at risk. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4, 5, 6, 7, 8
<p>External intervention and support (non-academic) in KS3 and KS4</p>	<p>Early intervention is essential for those students who are at risk of poor educational outcomes and providing them with effective, timely support. This support can target various areas, including cognitive, behavioural, social, and emotional development.</p>	1, 2, 3, 4, 5, 6, 7, 8
<p>EAL Support</p>	<p>EAL (English as an Additional Language) Support is provided to help</p>	1, 2, 3, 5,

<ul style="list-style-type: none"> <li><b>EAL software (Flash Academy)</b></li> </ul>	<p>students whose first language is not English. This is to enable them to be successful in the academic programme of the grade level classroom where English is the language of instruction. EAL teachers work with classroom teachers to help children develop English language skills, and learning strategies. EAL teachers also promote cultural awareness and help students integrate into the life of the school.</p>	
Holiday Revision Classes	<p>Additional revision sessions are designed to improve student confidence in the approach to their exams and to encourage and support them to achieve their potential.</p>	1, 7, 8
Equipment required for accessing learning	<p>Removing barriers to ensure PP students are correctly equipped to engage in and access learning</p>	1, 3, 5, 6
Careers Provision	<p>Visits to college to explore next</p>	
Opportunities for experiencing higher education	<p>The Scholars Programme by The Brilliant Club is a university access program designed to increase the number of disadvantaged students from non-selective state schools who progress to competitive universities.</p>	1, 3, 4, 6, 8

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

Budgeted cost: £71,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Pupil Support (Attendance Officer, Careers Advisor, Wellbeing Officer, Data Officer)</p>	<p>Having in school provision to monitor attendance, offer vital careers information and guidance and a wellbeing team will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being</p>	1,3,5,6,7,8

	which will lead to a more positive outlook in lessons and around school.	
MIS - Bromcom	Utilising one platform connected to the MIS to set home learning, create seating plans, manage and track behaviour management, SEND information and for gathering and sharing information creates efficiency and effective use of time. Engagement with parents/carers is also improved as relevant information is shared regularly.	1, 2, 3, 4, 5, 6
Progress Tracking systems	Using tracking software such as FFT Aspire and SISRA transform the way we can manage and use data, directly contributing to improved student outcomes and school efficiency by implementing a more sophisticated, data-driven approach to provide clear, actionable insights for classroom teachers, Senior Leadership Team (SLT) and Governors.	1, 2, 3, 4, 5, 6
Positive reinforcement of the St Bede's Way Bronze, Silver, Gold, Platinum badges	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.  Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.  <a href="#">Behaviour Interventions EEF</a>	1, 3, 5, 6
Education Resources (ingredients for food lessons, revision guides, calculators, revision packs)	Removing barriers to learning for PP students such as access to resources and providing equipment and resources to minimise the 'stresses' of learning will enable students to work towards their potential.	1, 2, 3, 5, 6, 7, 8
Peripatetic Music Lessons	Providing the opportunity for students to enrich their curriculum and school experience by participating in peripatetic music lessons is shown to have a positive impact on their academic progress as well as wider benefits such as attitude to learning and increased wellbeing.  <a href="#">Arts Participation EEF</a>	1, 3

<p>Duke of Edinburgh scheme</p> <p><b>Subsidised Fees</b></p> <p><b>Personal Equipment</b></p>	<p>Through taking part in DofE, students will make friends and memories and build traits like confidence, resilience and self-esteem, which can benefit mental health. They'll gain skills and attributes for work and life, like problem-solving, team-working and self-motivation – and they'll achieve an Award that's recognised by top employers and can help them stand out when applying for university or for jobs.</p> <p>Benefits include:</p> <ul style="list-style-type: none"> <li>- Increased social interaction and greater engagement with peers.</li> <li>- Encourages a healthier lifestyle.</li> <li>- Improves problem solving abilities.</li> <li>- Gain life experiences through volunteering.</li> </ul> <p>Develop communication and leadership skills.</p>	<p>3, 4, 5, 6</p>
<p>Co-Curricular Opportunities</p>	<p>By providing targeted subsidies and personal invitations to high-value activities, ensures that cultural capital is a right, not a privilege, for every student regardless of background. Participation in these activities is closely monitored to ensure it translates into increased school engagement and improved attendance for our PP cohort.</p>	<p>3, 4, 5, 6</p>
<p>Enrichment and curriculum trips subsidy</p>	<p>Children enabled to engage in enrichment when whole class or year group activities are planned. Outcomes reviewed by HOF and inform planning of future enrichment activities.</p>	<p>1, 3, 5, 6</p>
<p>Beyond the Classroom Opportunities</p>	<p>These opportunities build 'Cultural Capital' and self-efficacy. We actively monitor the participation of disadvantaged learners in all activities, ensuring they are prioritised for high-impact experiences that build the character and resilience necessary for academic success and their future pathways.</p>	<p>3, 4, 5, 6, 7, 8</p>
<p>Support Mechanisms (wellbeing mentoring, alternative placement – if needed -, negotiated transfer</p>	<p>Pupil Premium children continue to be flagged to ensure appropriate support is provided. Additional staffing capacity in these areas ensures that</p>	<p>1, 3, 5, 6, 7</p>

costs, academic support, careers Advice and guidance)	no child is disadvantaged. PP indicator considered if it becomes necessary for a child to join or leave this setting to ensure that funding follows them. Careers programme is available for all and the PP indicator is considered when meeting children 1:1.	
School counsellor	Counsellor services are available for all children but the PP indicator is used to ensure that sufficient slots are available to meet the demand.	1, 3. 5, 6, 7
Parental Engagement – Improved communication and reporting process	Taking the time to prioritise meaningful interactions with families. Recognising the clear link between parental engagement and student outcomes, utilising tailored content to improve home school communication. This includes overcoming digital barriers and deepen engagement, where emails are reinforced by telephone calls to ensure a consistent and supportive feedback loop for all families.  <a href="#">Parental Engagement EEF</a>	6

**Total budgeted cost: £146,000.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The Pupil Premium is additional funding provided to enhance the education of disadvantaged and vulnerable pupils. The aim is to improve achievement and progress for this group, allowing them to achieve their potential and flourish by engaging successfully with education thus enhancing social mobility.

Pupil Premium achievement at St Bede's Catholic College continues to be:

- Above the achievement of Pupil Premium children nationally
- Championed by staff
- Supported by parental engagement

The ideal would be that there is no gap between the relative performances of any student groups. As the needs of each cohort varies each year, we monitor carefully the use of Pupil Premium and its impact on narrowing the gap in performance of the students in each cohort. Progress data is analysed thoroughly and responded to where underperformance is identified. Resources and support are in place with clear targets for improvement. Our data shows that this additional resource is having a positive impact on attainment and progress when we drill down into individual students.

**Attendance:** Our attendance remained above national average for Pupil Premium students at 89.4% (national average 86.2%)

**Attainment 8:** The 2025 A8 outcome for Pupil Premium students at St. Bede's Catholic College was 3.93. The A8 of individual Pupil Premium St Bede's students ranged from 1.29-8.00 which is an increase in the lowest A8 and the highest A8 from 2024 (0.4 - 7.2). This is above the national average of 3.49.

The GCSE 2024 English & Maths 4+ score for Pupil Premium students was 55% and English & Maths 5+ was 40%, both of which are well above the national average for Pupil Premium students.

Suspensions remained below national average for Pupil Premium students.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

