



*In Novitate Vitae – In Newness of Life*

*"I have come so that you may have life and have it to the full" (John 10:10)*

# **The St Bede's Pupil and Recovery Premium statement 2021-2022**

## Pupil premium strategy statement

This statement details our college's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our college.

### College overview

Detail	Data
College name	St Bede's Catholic College
Number of students in college	1229 (1021 KS3/KS4, 208 KS5)
Proportion (%) of pupil premium eligible students	11.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	14 <sup>th</sup> December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Robert King, Principal
Pupil premium lead	Marina Smith, Vice Principal
Governor / Trustee lead	Teresa Gilpin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,815
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,565
<b>Total budget for this academic year</b> If your college is an academy in a trust that pools this funding, state the amount available to your college this academic year	£123,880

## Part A: Pupil premium strategy plan

### Statement of intent

Our core mission is to ensure that each child is challenged and given every opportunity to flourish and grow spiritually, academically and socially within a Christian environment, founded on the Gospel of Jesus Christ and the teachings of the Catholic Church.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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.

Our strategy is also integral to wider college plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in their work
- act early to intervene at the point need is identified
- continue to develop our whole college approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Progress of disadvantaged and SEND students as we return to examinations in 2022, particularly in maths and English.</b></p> <p>Many of our disadvantaged students have been impacted by partial college closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>The maths and English attainment of disadvantaged students is generally 0.5 of a grade lower than that of their peers and being able to sustain improvements 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 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. Y7 CATS show estimates for disadvantaged students to be 1 grade below non-disadvantaged students. The overall A8 estimate for current Y7 students is almost 0.5 grade lower than that of other year groups. (Y7 5.4, Y8/10 5.7, Y9/11 5.8) Overall levels of literacy impacts student progress in all subjects. Partial college closures have had a negative impact on the opportunities for many students, but in particular disadvantaged students to read for pleasure and to read for purpose.</p>
3	<p><b>Wellbeing of disadvantaged students</b></p> <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial college closures to a greater extent than for other students. An increase in social and emotional issues for many students, such as anxiety, depression (diagnosed by 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 students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated</p>

	across the curriculum, particularly maths, science and humanities subjects.
5	<p><b>Attendance</b></p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged students has been between 3.5-4.5% lower than for non-disadvantaged students. This percentage is highest in Year 11.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</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 students. Early identification of students and interventions for families of disadvantaged students who are struggling academically, with behaviours for excellence or wellbeing will ensure that fewer students reach 'crisis' point.</p>
7	<p><b>Preparation for External Assessments</b></p> <p>The pandemic has led to lost learning time and the cancelling of external examinations which has had a negative impact on opportunities for students to learn how to effectively prepare for examination across all year groups, in particular for disadvantaged students.</p>
8	<p><b>Improve opportunities for disadvantaged students to progress to Post-16</b></p> <p>Whilst students remaining at Areté have increased, this could be due to the pandemic. It is important to further improve the retention of students 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 students across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, X% or more of disadvantaged students enter the English Baccalaureate (EBacc). In 2020-21, this figure was 0% and whole college was 12.2%</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of <b>5.5 (2021 5.2)</b></li> <li>• an EBacc average point score of <b>4.2</b></li> </ul>
Improved literacy levels, oracy and	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a

reading comprehension among disadvantaged students across KS3.	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.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for all students being 95%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 1.5%.</li> </ul>
To re-establish regular, high quality communications between families, college and students to provide best quality challenge and support, especially for disadvantaged students.	Use of high quality data from Class Charts, SISRA and CPOMS to identify students at risk and intervene earlier. Fewer students reaching "crisis" point. High engagement from families with parents' evenings and other college events.
To plan and implement academic interventions for disadvantaged and SEND students, based on high quality data.	Accelerated progress leading to improved WTGs for students involved. Engagement improves across the academic year. Baseline established for future years. Tutoring and academic mentors procured to provide support for appropriate students. Good attendance to tutoring programmes.
Further improve the retention of St Bede's students between Year 11 and Year 12	Higher numbers of St Bede's students staying on in Areté in September 2022

## Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£25,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. CATS</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Student Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Deliver a workshop of revision techniques. Elevate Seminars</p>	<p>Teaching revision techniques is a helpful way of preparing students for their mock and summer exams. The external speaker is someone we have used for 2 years now and is a relationship we will continue</p>	<p>1, 3, 7, 8</p>
<p>Deliver workshop of movement therapy to enhance the level of support we already offer in College for hard to reach students</p>	<p>Social and emotional learning (SEL) interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="#">Social and Emotional Learning intervention EEF</a></p>	<p>3, 5, 7</p>
<p>'Reading for Pleasure' project Funding a variety of novels that were aimed at engaging readers and hence having a positive effect on the rest of</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. The success of buying books such as 'The Hate You Give' and 'Concrete Rose' by Angie Thomas is</p>	<p>1, 2, 3, 4</p>

<p>their reading experiences in College</p>	<p>evident with some of our most reluctant readers engaging with these topical novels; and for some this means actually completing the reading of a substantial text for the first time in 'ages'. This has also given higher ability readers the opportunity to 'find' more traditional stories such as Golding's 'Lord of the Flies'.</p> <p><u>Improving Literacy in Secondary Colleges</u>  <a href="https://learningspy.co.uk/reading/curating-a-reading-curriculum/word-gap.pdf">https://learningspy.co.uk/reading/curating-a-reading-curriculum/word-gap.pdf</a> (oup.com.cn)</p>	
<p>Developing and implementing a mastery curriculum across subjects in line with the College T&amp;L Charter</p>	<p>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.</p> <p><u>Mastery Learning EEF</u></p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Colleges</u> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Colleges</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="https://www.oup.com/uk/9780191009054/word-gap.pdf">word-gap.pdf</a> (oup.com.cn)</p>	<p>2, 4</p>



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

Budgeted cost: **£25,580**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted literacy and numeracy interventions for disadvantaged students who need additional help to comprehend texts and address vocabulary and numeracy gaps</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and college-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students 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 students or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>                      And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 6, 7, 8</p>
<p>Engaging with Step Into Teaching to recruit graduates who are aspiring teachers as Academic Mentors with a particular focus on maths and English</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>                      And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 6, 7, 8</p>
<p>EAL Support</p>	<p>EAL (English as an Additional Language) Support is provided to help 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</p>	<p>1, 2, 3, 5,</p>

	promote cultural awareness and help students integrate into the life of the college.	
Holiday Revision Classes	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.	1, 7, 8

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

Budgeted cost: **£72,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidisation of Wellbeing and Careers Day	Colleges are seeing the benefits of taking children out of the classroom for short periods of time, whether this is to consolidate learning, boost confidence or increase motivation. Careers information is an essential part of education and participation in a range of workshops and the opportunity to take part in a mock interview will benefit students planning the next stage of their life.	3,8
Student Support (Attendance Officer, Careers Advisor, Wellbeing Officer)	Having in college 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 which will lead to a more positive outlook in lessons and around college.	1,3,5,6,7,8
Edukey ClassCharts, ProvisionMap and Attendance	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

Positive reinforcement of the St Bede's Way Bronze, Silver, Gold, Platinum badges	Behaviour interventions seek to improve attainment by reducing challenging behaviour in college.  Approaches to developing a positive college ethos or improving discipline across the whole college 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 college 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
Duke of Edinburgh scheme  <b>Subsidised Fees</b>  <b>Personal Equipment</b>	Through taking part in Duke of Edinburgh, 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. Benefits include: <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> <li>- Develop communication and leadership skills.</li> </ul>	3, 4, 5, 6
SISRA Analytics and training	Monitoring progress enables staff to implement the appropriate support and intervention for PP students.	1, 5, 6, 7
Enrichment and curriculum trips subsidy	Children enabled to engage in enrichment when whole class or year group activities are planned. Outcomes reviewed	1, 3, 5, 6

	by HOF and inform planning of future enrichment activities.	
Support Mechanisms (wellbeing mentoring, alternative placement – if needed -, negotiated transfer costs, careers Advice and guidance)	Student Premium children continue to be flagged to ensure appropriate support is provided. Additional staffing capacity in these areas ensures that 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.	1, 3. 5, 6, 7
College 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
Be Her Lead	This initiative will benefit all pupils identifying as female or non-binary but PP pupils will be invited to take part in each group. Be Her Lead will build resilience, foster wellbeing, and raise the aspirations of girls in our schools.	1, 3. 5, 6, 7

**Total budgeted cost: £123,880**

## 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 students in the 2020 to 2021 academic year.

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.

This will be realised when Pupil Premium achievement is:

- Significantly greater than 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 pupil groups.

We monitor carefully the use of Pupil Premium and its impact on narrowing the gap in performance. 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 progress for disadvantaged pupils.**

Progress 8: The 2021 estimated outcome for pupil premium children at St. Bede's Catholic College was 0.12. This score puts the progress of pupil premium children above the national figure - the national figure for overall progress of pupil premium children was -0.45 in 2019.

The GCSE 2021 EM4+ score for pupil premium children was 82%, which is well above the 2019 national average for all students of 66%.

Covid-19 impact disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to disadvantaged students, so we are delighted that much of the impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. Maintaining the college timetable, and providing a mixed economy of live lessons and online resources such as those provided by Maths Watch, Quizlet, Kerboodle, GCSE Pod, SAM Learning and Oak National Academy really supported all our students to maintain progress through this period.

Our assessments demonstrated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly

acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

### Externally provided programmes

Programme	Provider
One-to-one tutoring. Online due to pandemic	Action Tutoring
Targeted higher education outreach programme to schools with students in identified postcode areas, where higher education progression is lower than might be predicted from GCSE results.	Future Quest

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback, in line with the college's Teaching and Learning Charter and Feedback Policy. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.

Offering a wide range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., chaplaincy and spiritual retreats, The Duke of Edinburgh's Award, sports, music, arts, cultural visits, public speaking, annual musical), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.