

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	St Bede's Catholic College
Number of pupils in school	1304 (1041 KS3/KS4, 263 KS5)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024 This is year three of three.
Date this statement was published	
Date on which it will be reviewed	October 2024
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	£110,745.00
Recovery premium funding allocation this academic year	£29,532.00
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	£140,277.00

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 continuing 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 pupils.

Challenge number	Detail of challenge
1	<p>Progress of disadvantaged and SEND students particularly in maths and English.</p> <p>Many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Pre-pandemic, the maths and English attainment of disadvantaged pupils 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>Literacy across the College</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Y7 CATS show estimates for disadvantaged pupils to be 1 grade below non-disadvantaged pupils. The overall A8 estimate for current Y7 pupils 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 pupil progress in all subjects. Partial school closures have had a negative impact on the opportunities for many pupils, but in particular disadvantaged pupils to read for pleasure and to read for purpose.</p>
3	<p>Wellbeing of disadvantaged pupils</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils 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 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>Challenge and Extended Tasks</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 maths, science and humanities subjects.</p>

5	<p>Attendance</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3.5-4.5% lower than for non-disadvantaged pupils. This percentage is highest in Year 11.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Parental Engagement</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>Preparation for External Assessments</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 pupils to learn how to effectively prepare for examination across all year groups, in particular for disadvantaged pupils.</p>
8	<p>Improve opportunities for disadvantaged pupils to progress to Post-16</p> <p>Whilst pupils remaining at Areté have increased, this could be due to the pandemic. It is important to further improve the retention of pupils between Year 11 and Year 12 in particular increasing the number of disadvantaged pupils 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 2024/25, an increased number of disadvantaged pupils enter the English Baccalaureate (EBacc). In 2020-21, this figure was 0% and whole school was 12.2%</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of 5.5 (2021 5.2) an EBacc average point score of 4.2
Improved literacy levels, oracy and reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>

Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils 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 pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • 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 intervene earlier. 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	Higher numbers of St Bede's students staying on in Areté in September 2024

Activity in academic year 2023-24

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: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch of EEF/SSAT Embedding Formative Assessment programme	Built on over twenty-five years of research by Dylan Wiliam and Siobhan Leahy the EFA programme content focuses on teachers improving their formative assessment practice through long-term habit change. It is a fully supported and resourced whole-school two-year programme. Embedding Formative Assessment Programme	1, 2, 3, 4, 5, 7, 8
Embedding the mastery curriculum across subjects in line with the College T&L Charter	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. Mastery Learning EEF	1, 2, 3, 4, 5, 7, 8
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2, 4
Further embed the metacognition tutorial programme across all year groups	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	1,3, 4

	Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. The potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress) Metacognition and self-regulation EEF	
Increase number of 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. NPQ Reforms	1, 2, 3, 4, 5, 7, 8

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

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted literacy and numeracy interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary and numeracy gaps	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 6, 7, 8

disadvantaged, including those who are high attainers.		
EAL Support EAL software	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 promote cultural awareness and help students integrate into the life of the school.	1, 2, 3, 5,
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
Equipment required for accessing learning	Removing barriers to ensure PP students are correctly equipped to engage in and access learning	1, 3, 5, 6

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

Budgeted cost: **£70,277**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Support (Attendance Officer, Careers Advisor, Wellbeing Officer, Data Officer)	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 which will lead to a more positive outlook in lessons and around school.	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	1, 2, 3, 4, 5, 6

	gathering and sharing information ce- rates efficiency and effective use of time. Engagement with parents/carers is also improved as relevant information is shared regularly.	
Positive reinforcement of the St Bede's Way Bronze, Silver, Gold, Platinum badges	Behaviour interventions seek to improve attainment by reducing challenging be- haviour in school. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learn- ing. Behaviour Interventions EEF	1, 3, 5, 6
Education Resources (ingredients for food lessons, revision guides, calculators, revision packs)	Removing barriers to learning for PP stu- dents such as access to resources and providing equipment and resources to minimise the 'stresses' of learning will en- able students to work towards their po- tential.	1, 2, 3, 5, 6, 7, 8
Peripatetic Music Lessons	Providing the opportunity for students to enrich their curriculum and school experi- ence by participating in peripatetic mu- sic lessons is shown to have a positive im- pact on their academic progress as well as wider benefits such as attitude to learning and increased wellbeing. Arts Participation EEF	1, 3
Duke of Edinburgh scheme Subsidised Fees Personal Equipment	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 uni or for jobs. Benefits include: <ul style="list-style-type: none"> - Increased social interaction and greater engagement with peers. - Encourages a healthier lifestyle. - Improves problem solving abilities. - Gain life experiences through volun- teering. - Develop communication and leader- ship skills. 	3, 4, 5, 6

Enrichment and curriculum trips subsidy	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.	1, 3, 5, 6
Support Mechanisms (wellbeing mentoring, alternative placement – if needed -, negotiated transfer costs, careers Advice and guidance)	Pupil 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
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	Tailor school communications to encourage positive dialogue about learning. There is evidence that improved communication with parents can promote positive interactions Parental Engagement EEF	6

Total budgeted cost: £140,277

2022/23: The maths and English GCSE attainment of disadvantaged pupils was in line with (maths) or half a grade higher (English) than that of their peers. Being able to sustain these improvements in all subjects, in particular maths and English is a key area of improvement for the College.

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.

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 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 progress for individual disadvantaged students.

Progress 8: The 2023 outcome for pupil premium children at St. Bede's Catholic College was -0.10 (with a range of -0.83 to 0.56). This is a significant improvement from 2019 of -0.39. This score puts the average progress of pupil premium children below the national figure - the national figure for overall progress of pupil premium children was 0.17 in 2023.

The GCSE 2023 EM4+ score for pupil premium children was 82.6%, which is well above the 2023 national average for all students of 65.4%.

Covid-19 impact disrupted all of our subject areas to varying degrees and its legacy continues to have an impact as students move through the College. 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. 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	Action Tutoring School Led Tutoring
Targeted higher education outreach programme to schools with students in	

identified postcode areas, where higher education progress is lower than might be predicted from GCSE results.	
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Further information (optional)

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. [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.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

