

# Pupil premium strategy statement – St Bede’s Catholic School and Sixth Form

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	1265
Proportion (%) of pupil premium eligible pupils	18% (224)
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> )	2024-25 2025-26 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs C Hammill
Pupil premium lead	Mr R. Gardner
Governor / Trustee lead	Mrs M Gray

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,400
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£218,400

## Part A: Pupil premium strategy plan

### Statement of intent

At St. Bede's, our mission is rooted in the Catholic ethos of compassion, service, and justice. We are dedicated to ensuring that all pupils, particularly those experiencing social and economic disadvantage, are given equal opportunities to succeed. By offering an academic and enriching curriculum, tailored to meet the needs of every pupil, we work to nurture pupils' God-given potential and address the challenges they face in achieving success.

We recognise the complexities of disadvantage in our cohort of pupils. With a deep understanding of these challenges, we strive to minimise the impact of social inequality. Our Pupil Premium strategy focuses on identifying barriers and trends at both local and individual levels, enabling us to provide appropriate support while maintaining the highest expectations for attainment and achievement.

A primary aim of our strategy is to reduce the attainment and progress gaps between disadvantaged and non-disadvantaged pupils in our school community. In our summer 2024 KS4 results, there was a 4.6 point attainment gap (in externally verified A8 data) between disadvantaged and non-disadvantaged pupils, and a progress gap of 0.35 (in externally verified P8 data).

Our strategy is grounded in the good practice model outlined in the EEF's tiered approach. Firstly, our belief is that it is the classroom that is central to pupil success. We aim to combine a knowledge-rich, broad and balanced curriculum with evidence-informed teaching practices that are rooted in the best bets and features of quality first teaching suggested by cognitive science research. We are focused on refining our classroom practice in terms of developing core components of effective learning in St Bede's, particularly, in this current academic year, in-class assessment and responsive teaching. In school quality assurance suggests that this is an area of classroom practice that we can refine and improve in order to maximise participation and better identify student learning needs. This is a high leverage area for us that, evidence suggests, will improve the quality of teaching and learning for all pupils, including our disadvantaged cohort. To paraphrase Dylan Wiliam, "Every teacher needs to improve, not because they aren't good enough, but because they can be even better". This is very much the stance that we adopt in St Bede's in terms of improving quality first teaching. We aim to cultivate excellence for all pupils, including our most vulnerable and disadvantaged pupils. This approach not only bridges gaps in achievement but also supports the holistic development of every child in our care.

Whilst our main focus is on what takes place within the classroom, we also recognise the key role that targeted intervention plays within our strategy, specifically in the area of reading development. The ability to read fluently is a key social justice lever.

We also have a wider focus on improving attendance for all pupils, including narrowing the attendance gaps between disadvantaged and non-disadvantaged pupils. In 2023-2024, the attendance of disadvantaged pupils in St Bede's was 83.8%: non-disadvantaged pupils had an attendance of 90.5%. This means disadvantaged attendance was 6.7% lower than non-disadvantaged pupils. Improving attendance is a core priority in St Bede's and will be a major focus of our work in this strategy.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reading</b></p> <p>NGRT demonstrates that there is a gap of 4.2 SAS points between disadvantaged and non-disadvantaged pupils in our year 7 cohort. Almost 15% of our year 7 intake has a below average reading age (under 100 SAS). Testing shows that a number of our pupils have specific issues with decoding and/or fluency. This hinders pupil comprehension and access to the curriculum and requires tailored interventions.</p>
2	<p><b>Attendance and persistent absence of disadvantaged cohort</b></p> <p>St Bede's is a rural school, which creates specific issues for us in terms of attendance. We also mirror wider national trends in attendance post-covid, particularly in terms of attendance of our disadvantaged cohort. In 2023-2024, the attendance of disadvantaged pupils in St Bede's was 83.8%: non-disadvantaged pupils had an attendance of 90.5%. This means disadvantaged attendance was 6.7% lower than non-disadvantaged pupils. To date, in this current academic year, disadvantaged attendance is averaging at 5.3% lower than non-disadvantaged pupils. The proportion of persistently absent pupils was higher in our disadvantaged cohort in 2023-2034. The PA percentage for disadvantaged pupils was almost double that of non-disadvantaged pupils (46.5% compared to 23.3%)</p>
3	<p><b>In class assessment and responsive teaching to meet learning needs of pupils</b></p> <p>Quality assurance of quality of education in the classroom indicates that in-class assessment and responsive teaching is an area that needs further refinement, particularly in terms of widening participation during</p>

	in-class assessment to include vulnerable and disadvantaged pupils. This will allow teachers to more accurately and appropriately implement adaptations where needed to support pupils' learning.
4	<b>Disadvantaged outcomes – attainment and progress</b> In our summer 2024 verified KS4 results, A8 for disadvantaged pupils was 45.2, creating a 4.6 point attainment gap between disadvantaged and non-disadvantaged pupils. P8 for disadvantaged pupils was -0.12, a progress gap of 0.35 (non-disadvantaged P8 was 0.23). <i>We recognise the key role that attendance plays in this area</i>
5	<b>Enrichment activities and co-curriculum</b> Our enrichment offering is expanding this year, with more opportunities for pupils to take part in activities during and after the school day. Internal data indicates that disadvantaged pupils are less likely to access and attend these opportunities. Mapping of co-curriculum offer to ensure disadvantaged pupils have extra-curricular opportunities as part of our curriculum

## 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
<i>Improved reading comprehension among disadvantaged pupils across KS3</i>	By the end of the plan we aim to improve SAS scores for our disadvantaged cohort in year 9 from their starting point in year 7
<i>To improve and sustain better attendance for disadvantaged pupil cohort</i>	Attendance data for disadvantaged pupils to increase and be in line with national average and closer to non-disadvantaged overall attendance. Persistent absence rates to reduce in disadvantaged cohort. <i>We recognise that this will be a significant area of challenge for us</i>
<i>To improve in-class assessment practices across the curriculum in order to widen participation and allow for meaningful responsive teaching</i>	Internal QA (lesson visits, pupil voice, work sampling) processes demonstrate that in-class assessment is being used to maximise participation and that teaching responds to pupil learning needs in the classroom
<i>Improved attainment and progress for disadvantaged pupils</i>	Improved A8 and P8 for disadvantaged pupils and a close in the gap between disadvantaged and non-disadvantaged attainment and progress

<p><i>Improve our enrichment opportunities and increase disadvantage pupils' attendance at them. Mapping of co-curricular opportunities</i></p>	<p>An increased menu of enrichment opportunities to be in place by the end of term one, and tracking of attendance of pupil cohorts to be underway so that we can more effectively target numbers of disadvantaged pupils accessing enrichment. Mapping of co-curricular opportunities to develop over 2024-2025</p>
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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: £90, 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To deliver an evidence informed CPD programme which equips teachers to maximise learning. For 2024 to 2025, this will focus on core components of learning, particularly in-class assessment and responsive teaching</i></p>	<p>Evidence Based Education's Great Teaching Toolkit outlines the importance of maximising opportunities to learn and activating hard thinking:  <a href="#">Great Teaching Toolkit Evidence Review.pdf</a></p> <p>The EEF Toolkit underlines the effectiveness of in-class assessment and responsive feedback:  <a href="#">Teaching and Learning Toolkit   EEF</a></p> <p>Teach Like a Champion strategies will be a focus of this CPD rollout:  <a href="#">Teach-Like-a-Champion-2.0-Placemat-with-the-Nanango-Nine.pdf</a></p> <p>Cordingley et al 2015 and Darling/Hammond et al 2017 suggest teacher CPD can have a strong impact on pupil outcomes. Some studies suggest gains can equate to more than two years' progress in one year. Wiliam 2016 and Timperley et al suggest gains have been shown to</p>	<p>3 4</p>

	be even greater for pupils from disadvantaged backgrounds thus having the potential to improve the life chances of all pupils	
<p><i>Develop, embed and sustain a whole school reading strategy</i></p> <ul style="list-style-type: none"> <li>-revisit and refine whole school strategy for reading development</li> <li>-use of NGRT data to target specific reading interventions</li> <li>-embed and sustain tutor time reading programme with a focus on modelling reading aloud and reciprocal reading</li> <li>-rich texts to become embedded across the curriculum</li> </ul>	<p>The EEF toolkit suggest the role that small group, targeted intervention can have on progress:</p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p> <p>EEF-Maximising the impact of TAs: Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress in reading intervention. Effective reading interventions ensure the right support is being provided to the right child:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Importance of disciplinary literacy and reading is key for pupils across the curriculum:</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p> <p>Reading comprehension, vocabulary and other literacy skills are key for attainment in all subjects:</p> <p><a href="#">Oxford University Press - Word Gap - Oxford Language Report</a></p>	1 3 4
<p><i>Y11 achievement plan, focusing on high impact revision and retrieval strategies</i></p> <ul style="list-style-type: none"> <li>- Planned sessions with students on effective strategies</li> <li>- Y11 parental workshop on</li> </ul>	<p>Retrieval is an effective strategy for teachers to embed learning and can be a powerful tool for students to take ownership over:</p> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a></p> <p>Parental involvement in this process will be key., Evidence suggests that parental involvement in their child’s education can have a positive impact on progress and outcomes:</p>	3 4

<p><i>effective revision</i></p> <ul style="list-style-type: none"> <li>- <i>Revision and retrieval menu for staff</i></li> </ul>	<p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £48, 587

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To implement evidence informed reading intervention</i></p> <ul style="list-style-type: none"> <li>- <i>Staff to be fully trained in read-write-inc phonics intervention programme and fluency intervention</i></li> <li>- <i>One to one and small group intervention to be implemented in line with evidence around TA effectiveness</i></li> </ul>	<p>EEF-Maximising the impact of TAs: Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress in reading intervention. Effective reading interventions ensure the right support is being provided to the right child:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>The use of trained staff to deliver highly structured interventions e.g. Fresh Start- Read Write Inc, which are frequently evaluated, can be beneficial in closing the gap</p>	<p>1 4</p>
<p><i>Purchase and use of standardised diagnostic</i></p>	<p>Standardised assessments ensure parity and ensure that our assessments are valid and fit for purpose, in</p>	<p>1</p>

<p><i>assessment to diagnose reading areas of need and track improvements in reading</i></p> <ul style="list-style-type: none"> <li>- purchase of Literacy Assessment Online and implementation to track progress</li> <li>- Use of NGRT group reading test data to diagnose need</li> </ul>	<p>line with the principles of assessment laid out in EBE's "Four Pillars of Assessment":</p> <p><a href="#">The-four-pillars-of-assessment.pdf</a></p>	
<p><i>Fast Forward to Fluency Pilot</i></p> <ul style="list-style-type: none"> <li>- Staff fully trained in intervention</li> <li>- Assessment to identify students involved and fluency needs</li> <li>- Assessment of intervention to determine efficacy</li> </ul>	<p>The use of trained staff to deliver highly structured interventions e.g. Fresh Start- Read Write Inc, which are frequently evaluated, can be beneficial in closing the gap:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1
<p><i>Targeted academic mentoring for KS4 students</i></p> <ul style="list-style-type: none"> <li>-students carefully selected</li> <li>- mentoring is one to one</li> <li>- mentoring is structured and focused</li> </ul>	<p>The EEF Toolkit outlines that, on average, mentoring, when carefully targeted and structured can have a positive impact on student progress and outcomes:</p> <p><a href="#">Mentoring   EEF</a></p>	4

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

Budgeted cost: £79, 363



Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed principles of good practice in DfE's "Improving School Attendance" report</i>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p>	2 4
<i>Developing use of Arbor to support tracking of attendance, behaviour and progress, including sharing this information with parents via parent Arbor app</i>	<p>EEF's "Working with Parents to Support Children's Learning":</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	2 4
<i>Develop use of learning link to create a safe space and encourage vulnerable pupils to attend</i>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p>	2 4
<i>Refine processes in attendance team to ensure consistent approaches to attendance and first day response</i>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p>	2 4
<i>Raise profile of attendance across school and with all stakeholders, and celebrate positive attendance/improving attendance</i>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:</p>	2 4

	<a href="#">Working together to improve school attendance (applies from 19 August 2024)</a>	
<i>Increased menu of enrichment opportunities during school day</i>	<p>As well as being valuable in itself, enrichment participation can have a positive impact on wellbeing and education outcomes:</p> <p><a href="#">Enrichment participation   EEF</a></p> <p>Opportunities for pupils to gain wider experiences in addition to the curriculum to broaden horizons. Recommended as part of the EEF Guide to Supporting School Planning, the importance of extra-curricular opportunities for disadvantaged pupils</p>	2 5
<i>Tracking system in place to monitor attendance of disadvantaged cohort in enrichment activities</i>	<p>As well as being valuable in itself, enrichment participation can have a positive impact on wellbeing and education outcomes:</p> <p><a href="#">Enrichment participation   EEF</a></p>	2 5
<i>Mapping of co-curricular opportunities to extend taught curriculum experiences</i>	<p>Ofsted inspection evidence underscores the importance of schools' provision for Personal Development:</p> <p><a href="#">Character education framework guidance</a></p> <p>AOC report on "Valuing Enrichment":</p> <p><a href="#">Valuing Enrichment Project - Emerging Findings</a></p>	2 4 5
Update of PD Curriculum – focus on forming the whole	Pupils who are emotionally healthy perform better at school. The PSHE Association states that 'PSHE	2 4 5

person - developing resilience, understanding of physical and mental health key areas	education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn e.g. anxiety and unhealthy relationships	
Resource support and provision (uniform, revision guides, learning materials such as calculators etc)	Supporting with and providing uniform where needed; providing revision guides and other learning materials helps to ameliorate barriers to attendance and learning that some of our students experience	2 4 5

**Total budgeted cost: £ 218, 400**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and internal data.

Progress 8 for disadvantaged pupils in 2023-2024 was -0.12 and the gap with their non-disadvantaged peers was 0.35. Whilst a gap still remains, the Progress 8 figure for our disadvantaged pupils was significantly above the national average Progress 8 for disadvantaged pupils, which was  $-0.57$  ([Key stage 4 performance, Academic year 2023/24 - Explore education statistics - GOV.UK](#)). Attainment 8 in 2023-2024 was 45.2 for our disadvantaged pupils, and whilst there is an attainment gap of 4.6 points, this is, again, a significantly smaller gap than national average gap of 15.5 points ([Key stage 4 performance, Academic year 2023/24 - Explore education statistics - GOV.UK](#)). Whilst progress and attainment gaps still exist in St Bede's between disadvantaged and non-disadvantaged pupils, we note that attendance is a key issue in outcomes for our disadvantaged pupils. This is an area that we are very much continuing to focus on as outlined in this statement.

In 2023-2024, the attendance of disadvantaged pupils in St Bede's was 83.8%: non-disadvantaged pupils had an attendance of 90.5%. This means disadvantaged attendance was 6.7% lower than non-disadvantaged pupils. To date, in this current academic year, disadvantaged attendance is averaging at 5.3% lower than non-

disadvantaged pupils. The proportion of persistently absent pupils was higher in our disadvantaged cohort in 2023-2024. The PA percentage for disadvantaged pupils was almost double that of non-disadvantaged pupils (46.5% compared to 23.3%). However, in both areas, our in-year attendance data comparisons show an improvement between this year and last year. Currently, our overall disadvantaged attendance is 3% higher than this time last year, and persistent absence in our disadvantaged cohort is, in the year to date, 14.1% lower. An evidence informed strategy targeting persistently absent disadvantaged pupils and disadvantaged attendance is being implemented. This continues to be adapted and developed as we progress through the year. Absences from school negatively affect our pupil outcomes for disadvantaged pupils and further work on absence is needed in this area of our strategy.

We have increased the capacity of our reading interventions this year. We currently have 48 pupils receiving targeted reading intervention, either on a phonics or a fluency pathway. The largest cohort is in Year 7 (28 pupils): the need for Year 7 to be the priority focus is supported by our school data. NGRT demonstrates that there is a gap of 4.2 SAS points between disadvantaged and non-disadvantaged pupils in our year 7 cohort, so this focus area is very much a priority for St Bede's. Almost 15% of our year 7 intake has a below average reading age (under 100 SAS). We continue to monitor and implement intervention for legacy pupils who are undergoing reading intervention in other year groups. Our Year 9 disadvantaged pupils improved their average reading age by 5.7 months from the start of Year 7 to the end of Year 8.

We regularly evaluate the impact of our pupil premium strategy and adapt the strategy as necessary. Based on the information above, we are confident that we will continue to make progress towards our stated aims. However, we acknowledge that there is still work to be done in lowering persistent absence, improving attendance, and improving national outcomes for disadvantaged pupils compared to non-disadvantaged pupils.

## 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
NGRT	GL
Read-Write-Inc Fresh Start	Ruth Miskin Literacy Ltd
Accelerated Reader	Renaissance Learning
A Star Attendance	A Star Attendance Solutions