



# St Bede's Catholic Primary School

In Christ's kindness... We learn, we pray, we belong.

## Pupil Premium Expenditure 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary School
Number of pupils in school	199 + (17 in Nursery)
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jonathan Anderson, Headteacher
Pupil premium lead	Jonathan Anderson, Headteacher
Governor / Trustee lead	Steve Hill, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375
Recovery premium funding allocation this academic year	£3400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,156,314

# Part A: Pupil premium strategy plan

## Statement of intent

At St Bede's Catholic Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The achievement and wellbeing of every child is important. We recognise that some children face greater difficulties or disadvantage than others, and that sometimes this can be caused or exacerbated by circumstances in which families face significant financial constraints. We recognise, too, that periods of economic difficulty experienced by families may be short or long term and may have considerable or minimal impact on a child's educational achievement and wellbeing. The targeted and strategic use of the school's Pupil Premium Grant (PPG) allocation is important in helping us to provide effective tracking, monitoring and support for children whose families are known to be facing, or have faced, periods of financial difficulty.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker 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 pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

We also, as part of our plan, aim to ensure that we develop children's cultural capital through ensuring that all children have learning experiences that are not necessarily going to take place within the classroom environment.

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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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To ensure there is a clear focus on the wellbeing needs of all children and ensure those children who are disadvantaged receive the required support in a timely manner.

Our Aims:

To improve outcomes for all disadvantaged pupils so that:

- The proportion of pupils attaining expected levels or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The gap between disadvantaged and non-disadvantaged pupil in reading, writing and mathematics significantly closes.
- To improve attendance for all disadvantaged pupils across the school so that overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence continues to be kept at a low level.
- To ensure all disadvantaged pupils receive the appropriate mental health and wellbeing support where necessary so that:
- They engage in their learning and as a result attainment improves and they make at least good progress.
- To ensure any language barriers faced by disadvantaged pupils are addressed with
- urgency from the start.
- To ensure that we support all children to enjoy a wide range of experiential learning including extra-curricular clubs and residential trips and in doing so develop their cultural capital.
- Act appropriately and swiftly to deal with specific challenges that our children might experience with support to help them or their families to deal with challenges.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from especially amongst children in EYFS and KS1 pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal and external (where available) assessments indicate that <b>maths and writing</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils continues to be impacted by the COVID pandemic to a greater extent than for other pupils. These children have particularly struggled to engage in learning throughout lockdown.  These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing skills.
5	Challenges felt by the current economic climate are causing challenges for families in terms of home costs and as a result is leaving a higher proportion of families struggling with financial constraints.
6	Our attendance data demonstrates a gap between the attendance of disadvantaged children and non disadvantaged children. EEF studies demonstrate the importance of ensuring the importance of attendance as being a driving factor in academic success.

## 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
The proportion of pupils attaining expected levels or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.	Disadvantaged pupil attainment scores in all statutory assessment will be in line with their peers.  Internal tracking will demonstrate a similar picture where disadvantaged pupils progress and attainment is in line with peers
To improve attendance for all disadvantaged pupils across the school so that overall attendance improves and is, at least, in line with the	St Bede's overall attendance for 2022-23 Overall attendance – 94.7% Disadvantaged children – 92.5% Pupil Premium Eligible – 93%

<p>national figure for all pupils.</p> <p>Persistent absence continues to be kept at a low level.</p>	<p>We have set an aspirational target of at least 95% attendance across the whole school.</p> <p>We aim to ensure that attendance of disadvantaged pupils is in line with this.</p>
<p>To ensure all disadvantaged pupils receive the appropriate mental health and wellbeing support where necessary so that:</p>	<p>Pupil well-being is high, demonstrated through:</p> <ul style="list-style-type: none"> <li>• Observations of pupil interactions with others</li> <li>• Pupil voice</li> <li>• Parent voice</li> </ul>
<p>To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.</p>	<p>To ensure high levels of vocabulary use and oracy as children leave Early Years ensuring that they are prepared for the challenges of the national curriculum.</p>
<p>To ensure that we support all children to enjoy a wide range of experiential learning including extra-curricular clubs and residential trips and in doing so develop their cultural capital.</p>	<p>That children enjoy a wide ranging diet of exciting, diverse experiences as part of their curriculum work that demonstrate an understanding of the world in which our children live.</p>
<p>Eligible pupils attain and make as good progress as children who are not eligible</p>	<p>For assessment results to demonstrate progress and attainment is in line with non-disadvantaged children.</p>
<p>Eligible pupils engage in the new knowledge focused curriculum and read regularly for pleasure</p>	<p>Data shows achievement of disadvantaged children is in line with their peers throughout the school.</p>

## Activity in this academic year

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: **£16000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	Quality first Teaching should be the first area of focus in order to ensure that eligible children are provided with the support they need in order to make the rapid progress necessary.	1,2,3,4,5
Subscribing to the Reading + scheme of learning.	Research evidence support the importance of ensuring that children who learn to read earlier and build their levels of fluency earlier will have a significant advantage in the progression of their learning.	1,2,3
Purchase of standardised diagnostic assessments. This includes PIRA and PUMA testing, PIVATS diagnostic assessment system.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3, 4
Embedding our new knowledge based school curriculum will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
To continue to embed Essential Letters and Sounds Scheme of Work to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1, 2

<p>stronger phonics teaching for all pupils and ensure that they make rapid progress towards becoming fluent readers and writers as early as possible.</p> <p>This will include CPD and support where necessary to ensure staff are fully trained.</p> <p>External moderators to scrutinise our phonics delivery to ensure that it is of the highest quality possible.</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>To work with the BWCET to develop number fluency strategies in order to support children with their progress in mathematics.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>We will ensure that we prioritise the wellbeing of all children in school with a particular focus on those children who are eligible for PP.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£12000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase the Catch up Numeracy training and resources to support	Research evidence suggests that Targeted Maths interventions that address gaps in	1, 4



children across KS1 and 2 to make appropriate progress with their mathematical knowledge and understanding.	learning have the greatest impact upon ensuring rapid progress being made.	
School Led Tutoring intervention around disadvantaged children to raise standards through targeted support.	Research evidence suggests that Targeted writing interventions that address gaps in learning have the greatest impact upon ensuring rapid progress being made.	1,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with our Essential Letters and Sounds program of phonics.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Funding to support disadvantaged children to access reduced cost school trips and experiences including residential excursions.	It is vital to support our children to have experiences to develop their cultural capital and wider understanding of the world.	5

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

Budgeted cost: **£8375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement initiatives and systems that support wellbeing and good mental Health.</p> <p>We will ensure that eligible children, where necessary have access to support from –</p> <ul style="list-style-type: none"> <li>• Our Family Support Worker, Mrs Bullimore</li> </ul>	<p>Both targeted support approaches can have positive overall effects for children in helping them to be in the right frame of mind to continue on with their learning.</p> <p>To provide support and reassurance as well as guidance for parents on how best to support their child with issues that may arise.</p>	5

<ul style="list-style-type: none"> <li>Mel McQuade, who provides our school counselling service.</li> </ul>		
<p>To buy in to the A Star attendance monitoring service and the School attendance officer package.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

**Total budgeted cost: £36375**

## 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 2021 to 2022 academic year.

Impact includes-

- Improved scores in statutory assessments in KS1 and 2.
- Improving attendance figures for the academic year but continued issues with levels of persistent absenteeism.
- Ensured that staff CPD was improved to support progress and achievement.