

# Pupil premium strategy statement

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 Primary School, Jarrow
Number of pupils in school Number of children in Nursery	182 10
Proportion (%) of pupil premium eligible pupils	39%
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	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Moya Rooney Head Teacher
Pupil premium lead	Moya Rooney
Governor / Trustee lead	Paul McAlindon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,845
Recovery premium funding allocation this academic year	£8,990
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	£94,835

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is 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.

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 the National Tutoring Programme and Catch-Up Funding Programme (First Space Learning) for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 are 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.

## 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 underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged 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.
3	<p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, 43-48% of our disadvantaged pupils arrive below age-related expectations.</p>
4	<p>Our assessments and observations indicate 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. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.0–4.8% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils will have met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils will have met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 will demonstrate by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 will demonstrate by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 3%. The percentage of all pupils who are persistently absent being at least in line with National Average% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>

## 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

Budgeted cost: £45,000

#### Teaching priorities for current academic year:

Aim	Target	Target date
Priority 1: Progress in Reading and writing across the school.	Ensure that all staff have received relevant CPD in order to teach reading fluency and Sounds-Write Phonics effectively. To carry out an audit of reading materials and to continue 'reading for pleasure.'	Spring 2024 Ongoing
Priority 2: Progress in Mathematics	To embed a mastery curriculum across all year groups. Use WRM (White Rose Maths) assessments to ensure a consistent approach to assessing pupil progress robustly. Mastery Teaching (EFF +5)	Summer 2024 Ongoing
Priority 3: Phonics	Staff to access tailored CPD to ensure the delivery of phonics (Sounds-Write) provision across EYFS and KS1 is of high quality. (Phonics EFF +4) Phonics teaching linked to Spelling strategies to continue into KS2. All new staff to be trained in Phonics delivery.	Summer 2024 Ongoing
Priority 4: Improved language skills in EYFS	To improve and develop early language skills in EYFS using the 'Blast 1 +2' 'Colourful Semantics' approach and phonic intervention. Oral Language interventions (EEF +5) Phonics Intervention (EEF, +4)	Summer 2024
Projected spending:	£35,000	

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

Budgeted cost: £ 38640

### Targeted academic support for current academic year:

Measure	Activity
Priority 1: English: Writing + Reading	Further embed reading + writing intervention from Year 1 upwards to support low attaining pupils, develop their creative writing + comprehension skills. (EEF +5)
Priority 2: Mathematical understanding	Identify and support children who are below ARE in maths (Use of WRM tests.) Support identified children with 1:1 Third Space Learning tuition. (Focus group: disadvantaged pupils.)
Barriers to learning these priorities address	Reading fluency and comprehension. Creative writing and life experiences. Gaps in maths understanding - 1:1 support to develop subject knowledge.
Projected spending:	£35,000

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

Budgeted cost: £10,745

### Wider strategies for current academic year:

Measure	Activity
Priority 1: Wellbeing/behaviour	Improve pupil wellbeing through SEMH specific support and whole class opportunities (Lego Club, Story Club, 1-1 support...) Provide targeted CPD support for staff, particularly the Mental Health Lead. Use Government Senior Mental Health Lead funding effectively.
Priority 2: Attendance	To support and encourage disadvantaged pupils to attend 'Breakfast Club' – this will support attendance. Identify priority children, subsidise breakfast club for targeted families. The school aims to have a 97% attendance rate. (EEF +2)
Priority 3: Contingency Fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Social deprivation is very high and uniform and food are basic necessities.
Barriers to learning these priorities address	Improving the attendance, well-being and pupil engagement in the curriculum, including remote learning.
Projected spending	£10745

**Total budgeted cost: £ 94,385**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Review: last year's aims and outcomes:

Aim	Outcome
Improve maths and English skills in EYFS and KS1	<p>Given the recent pandemic it is difficult to report on the outcomes related to external data.</p> <p>Our data 2022/2023, shows that 0% of disadvantaged children attained GLD in English and maths at the end of EYFS. Although this is not the results we would expect to see we do know it is cohort-based and not a result of teaching. It is essential that this cohort is monitored and timely interventions are used.</p>
Improve the percentage of pupils achieving EXP+ in reading	<p>The percentage of children likely to reach EXP+ in reading varied across KS1 and KS2. Year 1 and Year 3 had the lowest percentages (Y1 62.5% and Y4 65.8%).</p> <p>Access to a wider range of reading books in school library promoted 'reading for pleasure' and challenge for boys. This increased pupil engagement within the targeted group.</p>
Improve the percentage of pupils achieving EXP+ in writing	<p>The percentage of children likely to reach EXP+ in writing varied across KS1 and KS2.</p> <p>Year 1 and Year 3 again had the lowest percentages (Y1 45% and Y3 59.5%).</p> <p>Shared practice and external moderations have helped to raise expectations of writing.</p>
Improve the percentage of pupils achieving EXP+ in maths	<p>The percentage of children likely to reach EXP+ in maths varied across KS1 and KS2.</p> <p>The school invested in the 'White Rose Maths' to teach maths. This has led to a greater consistency across the school and improved standards. The percentage of children ranged from 71% to 79% achieving EXP+.</p>
To increase children's self-esteem and resilience	<p>Lego therapy and mindfulness / friendship groups introduced. Termly themes are integrated into the school year and run alongside the curriculum – e.g. Eco/Kindness/Sports. The school will continue to support pupils/staff wellbeing.</p>
Continue to improve attendance rates	<p>Breakfast Club was used to engage with parents and encourage them to get their children to school on time.</p> <p>Attendance still needs to be improved and will remain a priority. This will inform next year's plan.</p>

## Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further Information

### Monitoring and Implementation:

Area	Challenge	Mitigating action
Teaching	All staff accessing relevant CPD within the time-frame whilst maintaining a work/life balance. <i>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes (EEF)</i>	Effective use of staff meetings/INSET time to ensure CPD is delivered. Effective use of TA deployment when required. Staff wellbeing meetings/surveys to be undertaken.
Targeted support	Providing sufficient time for 'curriculum leads' to support staff to deliver intervention.	Curriculum leads released termly to monitor the implementation and impact of targeted support.
Wider strategies	Engaging hard-to-reach families in accessing breakfast club provision.	SLT and admin staff to work with families to support/encourage excellent attendance impacting on pupil potential.



## Appendix

### Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities Blast 1 and 2 across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Ongoing training for all staff to ensure all teachers and TAs are Sounds-Write trained.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD (including Teaching for Mastery training).</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:</p> <p><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:</p> <p><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>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p><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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills: Blast 1 and 2; Colourful Semantics.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and our Trust.</p>	<p>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></p>	<p>2</p>
<p>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 disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk">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>4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.            This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</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>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

