

# Pupil premium strategy statement – St. Bede’s Catholic Primary School

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	163 13
Proportion (%) of pupil premium eligible pupils	37.85%
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> )	2021/2022 to 2024/2025
Date this statement was published	December 2024
The date on which it will be reviewed	June 2025
Statement authorised by	Mark Hurst
Pupil premium lead	Mark Hurst
Governor / Trustee lead	Paul McAlindon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£97,680

# 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. At St Bede's, we recognise the importance of securing foundational skills and knowledge at an early age so that all pupils can progress to succeed in a wide range of subjects later in life. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving that goal, including progress for those who are already high attainers. In order to achieve this, we focus on three main strategies:

1) High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantaged 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.

2) Targeted Academic Support -It is also recognised that some Pupil Premium children face greater barriers to learning and success. For these children, it is important that they receive targeted academic support if they are underperforming in a specific area such as phonics, reading or spelling.

3) Wider strategies – these include providing support in areas such as well-being and attendance as well as ensuring that all pupils have access to a range of extra-curricular activities which will enhance their learning

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 a 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	<p>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.</p>
2	<p>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.</p>
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 well-being 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	<p>Our assessments (including well-being 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</p>
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 well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of well-being from 2024/25 will be 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 reduction in bullying and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils is no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced to 3%. The percentage of all pupils who are persistently absent being at least in line with the national average and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>
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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: £54,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide quality CPD throughout the year, using SLT, subject leads, Trust and outside agencies.</p>	<p>Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning</a></p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school</a></p>	<p>1,2,3,4</p>
<p>Ensure that all staff have received relevant CPD in order to teach</p>	<p>EEF Literacy Guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance">https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>3</p>

transcriptional writing skills.		
Ensure that all staff have received updated Sounds-Write Phonics effectively.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
To review and audit current practices (The Write stuff) in teaching and learning for writing.	<a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance">https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance</a>	3
To provide a range of language rich teaching and learning activities in EYFS.	We promote speaking and listening activities during circle time, with constant and shared awareness of who we are targeting. Children are immersed in stories/topic and linked language and given opportunities to use it through language rich activities in continuous provision.	1
To ensure quality teaching and learning so that all teaching is at least good with the majority being outstanding. Peer reviews to be completed within the Trust. Moderation across the trust and modelling of good practice shared.	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</a>	1,2,3,4

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

Budgeted cost: £31,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce Reading Plus reading intervention (Currently under trial by EEF) to improve reading fluency and comprehension for Y6 plus other targeted children.</p>	<p>Reading Plus is currently being trialled with the EEF. The report is due in Summer 2026. Other schools with</p>	<p>4</p>
<p>Ensure that children in Year 1 and Year 2 who have gaps in phonics knowledge and skill receive 2x 30 min intervention each week.</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Identify and support children who are below ARE in maths in KS1 through termly assessment. Support identified children with Number Stacks intervention. (Focus group:</p>	<p><a href="https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf">https://www.numberstacks.co.uk/wp-content/uploads/2022/03/Number-Stacks-EEF-2020-Maths-Guidance-Report.pdf</a></p>	<p>4</p>

disadvantaged pupils.)		
Small group spelling/ handwriting intervention for disadvantaged children	EEF Literacy Guidance: <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance">https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	2
Oral Language interventions in EYFS	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £12,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of disadvantaged Cohorts to be closely tracked. Attendance 100. To support and encourage disadvantaged pupils to attend.	Enhanced attendance monitoring and support throughout 2023/24 has led to an improvement in attendance of disadvantaged children and a reduction in persistent absenteeism.	6
Develop a comprehensive careers programme that includes careers week.	Research shows that whilst children from the North-East perform well in KS4/5, this success is not reflected in their career choices.	5
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.		5



**Total budgeted cost: £ 97,680**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### School

#### Pupil Premium:

##### % achieving assessment by subject and school

Comparison against trust

	Cohort	BLW	WTS	EXP+	EXP	GDS
<input type="checkbox"/> TBJ						
Reading	13			100.0%	76.9%	23.1%
Writing	13		30.8%	69.2%	69.2%	
Maths	13		23.1%	76.9%	69.2%	7.7%
EGPS	13		15.4%	84.6%	76.9%	7.7%
RE	13		7.7%	92.3%	84.6%	7.7%
Science	13			100.0%	92.3%	7.7%

#### Non-pupil Premium:

##### % achieving assessment by subject and school

Comparison against trust

	Cohort	BLW	WTS	EXP+	EXP	GDS
<input type="checkbox"/> TBJ						
Reading	18	16.7%	11.1%	72.2%	50.0%	22.2%
Writing	18	11.1%	33.3%	55.6%	44.4%	11.1%
Maths	18	11.1%	11.1%	77.8%	50.0%	27.8%
EGPS	18	11.1%	22.2%	66.7%	50.0%	16.7%
RE	18	16.7%	5.6%	77.8%	72.2%	5.6%
Science	18	11.1%		88.9%	77.8%	11.1%

#### National

##### National results

Subject	HNM%	AS%	GDS%	AS+%	Avg scaled score
English Reading	26.00%	46.00%	28.00%	74.00%	105
English Writing	28.00%	59.00%	13.00%	72.00%	
Maths	27.00%	49.00%	24.00%	73.00%	104
EGPS	28.00%	40.00%	32.00%	72.00%	105
Science	19.00%	81.00%		81.00%	
RWM	39.00%	53.00%	8.00%	61.00%	

#### Outcome Review:

Improved reading attainment of pupil premium pupils – more than 80% of Pupil Premium Children will meet the expected standard.

Data from the 20023/24 SATs shows that Pupil Premium children outperformed non-pupil premium children in attaining both the Expected Standard and the Greater Depth Standard. In addition to this, children from the Pupil Premium cohort were also above the

national for the Expected Standard and just below the national average for the Greater Depth Standard.

Improved reading attainment of pupil premium pupils – more than 80% of Pupil Premium Children will meet the expected standard in maths by 2024/25

Data from the 2023/24 also shows that the Pupil Premium Cohort at St. Bede’s were above the national average for EXP+ in maths, although there was a lower percentage of pupils attaining the GDS. This same pattern is reflected in the school data when children from the Pupil Premium cohort are compared to children outside this cohort.

Data from other year groups within the school demonstrate that high-quality teaching and learning alongside effective targeted support will continue to be needed to ensure that children from the Pupil Premium cohort continue to achieve well in reading and maths,

To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.

Information gathered from a range of Pupil voice activities: Strand monitoring, Safety Maps, and external visitors including Ofsted highlight that the majority of pupils feel safe and happy within school.

School effectively engages with a range of services, including the Healthy Minds Team, Life Cycles and the Road Centre. This ensures that children receive a range of appropriate inputs, from whole-class programmes to individual sessions.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

Cohort	24/25	national	diff	cohort	23/24	diff v 24/25
Overall	95.3	95.2	0.1	overall	93	2.3
EAL	97.9	95.2	1.7	eal	96	1.9
PP	94.1	93.2	0.9	PP	91	3.1
NOT PP	96.9	96.2	0.7	not PP	94.3	2.6
SEN	90.1	93.2	-3.1	sen	89.4	0.8
NOT SEN	96.8	95	1.8	not sen	93.7	3.1

*(Data from the end of Autumn 1, 2024)*

Attendance monitoring has been enhanced since January, and the school has received support from Attendance 100. There continues to be a gap between children in the Pupil Premium and those who are not in this cohort. However, there has been an improvement in all cohorts during the Autumn term.

## 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
Sounds-write	Sounds-write Ltd
Reading Plus	Reading Solutions Uk
Numberstacks	Number Stacks

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*