

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	166
Proportion (%) of pupil premium eligible pupils	37.85%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	December 2025
The date on which it will be reviewed	June 2026
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	£104,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£104,850

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. As part of our strategic commitment to early childhood development, we have aligned our approach with the '*Giving Every Child the Best Start in Life Strategy*' (2025). In addition to this, we have also adopted the recommendations from the 2025 Writing Framework which places the emphasis on securing early writing skills to ensure future success.

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. Another key element of our wider strategies approach is to ensure that pupils have opportunities about a range of careers so as to lay the foundations of well-informed careers choices.

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

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	Phonics outcome for disadvantage pupils at the end of Year 1 are lower than non-disadvantaged pupils.
3	Internal and external (where available) assessments indicate that writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Lower proportion of disadvantaged children are achieving the Greater Depth standard in reading, writing and maths across the school.
4	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. This has resulted in significant knowledge gaps, leading to pupils falling further behind age-related expectations, especially in maths.
5	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

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>
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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.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Intervention is timely and effective</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2025/26 show that an improvement in attainment for disadvantaged pupils at the expected standard and at the Greater Depth Standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils will have met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Improved writing attainment for all Year group cohorts to improve.

	Monitoring, intervention and evaluation to robustly support disadvantaged pupil progress.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being from 2025/26 will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 will be demonstrated by:</p> <ul style="list-style-type: none"> • the attendance of Disadvantaged pupils continues to improve • The gap between disadvantaged and non-disadvantaged continues to narrow
Targeted CPD on adaptive teaching, inclusion and SEND support to ensure high-quality classroom practice	DfE/EEF: High-quality teaching has the strongest impact on disadvantaged pupils. Ensures effective scaffolding and adaptation.

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: £34,200

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>(Funding release time so the staff can attend relevant training)</p>	<p>Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school</p>	1,2,3,4
<p>Ensure that all staff have received relevant CPD in order to teach transcriptional / foundational writing skills.</p> <p>(Funding release time so the staff can attend relevant training)</p>	<p>EEF Literacy Guidance:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>The writing framework</p> <p>DfE/EEF: High-quality teaching has the strongest impact on disadvantaged pupils. Ensures effective scaffolding and adaptation.</p>	3
<p>Ensure that all staff have received updated Sounds-Write Phonics effectively.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

Talk Boost EYFS and KS1 to develop oral language, vocabulary and early communication	EEF: Oral language interventions = +6 months. Strong impact on early reading, writing and overall language development.	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.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - 2024.pdf?v=1727884053	1,2,3,4

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

Budgeted cost: £58,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Embed the use of Reading Plus reading intervention (Currently under trial by EEF) to improve reading fluency and comprehension for Y6 plus other targeted Pupil Premium Children in KS2.	Reading Plus is currently being trialled with the EEF. The report is due in Summer 2026.	4
Small group tuition targets focus on pupils identified for additional support, with progress monitored through Pupil Progress meetings and intervention reviews. Strategies include targeted interventions such as Phonics, Sounds Write, Reading Plus, Letterjoin, Rollama, Salford Reading, Times Tables Rock Stars, and Stepping Stones.	NFER research demonstrates that schools prioritizing early intervention, rather than waiting until the end of a Key Stage, achieve significantly higher attainment. Evidence shows that small group tuition can lead to a 20% improvement in outcomes, while one-to-one tuition results in a 16% increase. This highlights the impact of targeted, data-driven approaches in closing gaps for disadvantaged pupils.	2,3
Small group spelling/ handwriting intervention for disadvantaged children	EEF Literacy Guidance: https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
Oral Language interventions (Talkboost) in EYFS and KS1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2

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: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School

Pupil Premium: Year 6: 2024-25

% achieving assessment by subject and school
Comparison against trust

	Cohort	BLW	WTS	EXP+	EXP	GDS
▲ TBJ						
Reading	10		10.0%	90.0%	70.0%	20.0%
Writing	9		11.1%	88.9%	77.8%	11.1%
Maths	11	9.1%	18.2%	72.7%	72.7%	
EGPS	10		30.0%	70.0%	60.0%	10.0%
RE	10	10.0%	10.0%	80.0%	80.0%	
Science	10		20.0%	80.0%	70.0%	10.0%

Non-pupil Premium: Year 6 2024-25

% achieving assessment by subject and school
Comparison against trust

	Cohort	BLW	WTS	EXP+	EXP	GDS
▲ TBJ						
Reading	16		6.3%	93.8%	81.3%	12.5%
Writing	16		6.3%	93.8%	87.5%	6.3%
Maths	16		25.0%	75.0%	68.8%	6.3%
EGPS	16		6.3%	93.8%	93.8%	
RE	16		12.5%	87.5%	87.5%	
Science	16		6.3%	93.8%	87.5%	6.3%

Outcome Review: (Reading)

Outcome 2: Continued strong performance at reading attainment of pupil premium pupils – 90% of Pupil Premium Children met the Expected Standard and 20% attained the Greater Depth Standard.

Data from the 2024/25 SATs shows that Pupil Premium children performed strongly at the expected standard and were above average as compared to other schools in the Bishop Chadwick Catholic Educational Trust (BCCET). Attainment of Pupil Premium children was comparable with non Pupil-Premium children.

Pupil Premium children also outperformed Non Pupil Premium Children at the Greater Depth standard in reading.

Results are comparable between the two cohorts for writing and maths. However, there is a significant gap in EGPS between the Pupil Premium cohort and the non-Pupil Premium cohort.

Outcome 3: (Maths)

At the end of KS2 - 72.7% of Pupil Premium children attained the expected standard with no Greater Depth. Non-Pupil Premium children performed slightly better at 75% of the cohort achieving the Expected Standard.

Improving Maths attainment will continue to be a priority during 2025-26.

Outcome 4: 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 and Catholic School Inspection 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 Emotional Resilience Team. This ensures that children receive a range of appropriate inputs, from whole-class programmes to individual sessions.

Outcome 5: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

Autumn Term 2025 (First Half-Term)

School Attendance – Reception to Y6

	End of Aut 1	PA	End of Year 2024-25	PA
W/S	96.7%	11.41%	94.16%	14.74%
National	95.71%		94.82%	13.42%
Boys	97.1%	10.81%	93.56%	15.38%
Girls	96.41%	12%	94.69%	14.1%
Dis	95.8%	14.29%	92.28%	22.58%
<u>Non Dis</u>	97.26%	9.68%		
SEND	96.48%	13.33%	89.24%	25%
<u>Non Send</u>	96.76%	10.92%		
EAL	98.72%	0%	96.52%	4%

(Data from the end of Autumn 1, 2025)

School continues to work with both the Local Authority and Attendance 100 to ensure that attendance is a priority for all children.

Whilst there continues to be a gap between children in the Pupil Premium and those who are not in this cohort, there has been significant improvement in the pupil premium cohort.

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
Winning with Numbers	Number Stacks
Talkboost	Talkboost
TT Rockstars	Maths Circle
Rollama	Rollama Education Ltd

Service pupil premium funding (optional)

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

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.