

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22
Date this statement was published	Sept 21
Date on which it will be reviewed	Sept 22
Statement authorised by	J.Carroll
Pupil premium lead	M.Barker
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,190
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,815

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is allocated to schools by the government for children from low-income families, in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months, in order for these pupils to succeed in their education at a similar rate to their peers.

At St Bede's there are few barriers to the educational achievement of the pupil premium children (PP-pupils) on role, which is evidenced by the fact that the majority are achieving age related expectations and making good progress. However, we acknowledge that a minority of PP children have Special Educational Needs which impact their academic results and sometimes the families of PP children would benefit from financial support in enabling their children to participate in the wide variety of additional school trips and activities that we provide. As well as these issues, we are also aware that our teaching staff need to be supported both in terms of their professional development and the resources available to them, so that they can sufficiently meet the needs of our PP children.

Challenges

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

Challenge number	Detail of challenge
1	<i>Low prior attainment of some PP children and/or individual barriers to achieving full academic potential in a classroom setting</i>
2	<i>Financial support required for some PP children to benefit from variety educational activities</i>
3	<i>Various barriers to supporting PP children for some parents</i>

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
1. To ensure that all PP children achieve their academic potential and meet or surpass age related expectations (where appropriate).	Progress rates across the school for PP children are similar or equal to other pupils in RW&M
	The percentage of (non-SEN) PP pupils achieving or surpassing age related expectations in RW&M, is similar to non-PP children.
2. PP children can enjoy the same range of additional learning experiences, as non-PP children.	All PP children will be able to access such activities as and when required

	Parents of PP children will report that they have a good understanding of the needs of their child and are empowered to support them
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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: £ 11,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ the Inclusion lead for an additional day per week to ensure that the following actions can be provided for additional PP children	The school has undertaken these activities for the last three years and seen a notable improvement in the attainment and progress of PP children during this time. The progress of PP children is now mostly above those of non-PP children and attainment rates are very similar.	1
Continue to raise awareness of PP children in each class and for all staff to highlight PP children when planning.		1
Compare PP data with non PP data each assessment period to determine gaps.		1

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

Budgeted cost: £ 24,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ an experienced teacher to provide weekly 1-1 tutoring sessions for PP children	The school has undertaken these activities for the last three years and seen a notable improvement in the attainment and progress of PP children during this time. The progress of PP children are now mostly above those of non-PP children and attainment rates are very similar.	1
Continue to employ a 1-1 teaching assistant to support alongside PP children in lessons for three days per week		1
Employ additional 1-1 teaching assistant to support alongside PP children in lessons for	Our existing provision demonstrates that this is an effective approach.	

three to five mornings per week		
Discuss success of PP children compared to non PP children during triangulation meetings		1

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

Budgeted cost: £ 1,500

	Evidence that supports this approach	Challenge number(s) addressed
Continue to measure impact of interventions PP children receive	During previous years, using this approach has been very successful. No PP children have been unable to participate in activities that might have been financially prohibitive and the school has been able to support pupils in a variety of ways, such as by funding school trips, supplying places at the breakfast and after-school clubs and providing music tuition to those who would not have been able to normally afford this. Parents have reported via surveys that they have found structured conversations very helpful and are appreciative of the additional support that their children receive.	1/2/3
Imbed and formalise structured conversations held with parents of PP children so that the school can further aid them to support their children		3
Discuss success of PP children compared to non PP children during triangulation meetings with teachers to determine how effective class provision is		1/2/3
Provide financial support for PP children so that they can attend all educational trips free of charge. Financial support for siblings to attend ASC/BAC when PP children are being tutored.		3

Total budgeted cost: £ 36,821

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 2020 to 2021 academic year.

End of 20/21 data shows the following, (despite the impact of the pandemic):

Year	Progress of PP pupils (Nos)			Progress of Non-PP pupils		
	Steps progress In reading	Steps progress In writing	Steps progress In maths	Steps progress In reading	Steps progress In writing	Steps progress In maths
1	5.3	5.0	5.0 (3)	5.1	5.1	5.0
2	6.0	6.2	5.8 (5)	5.9	6.1	6.1
3	N/A	N/A	N/A (0)	6.2	6.5	6.5
4	7.4	7.2	7.4 (5)	6.5	6.8	6.4
5	6.2	4.7	6.0 (2)	6.1	6.4	6.3
6	8.4	8.0	8.4 (5)	8.4	8.2	8.4

NB: Pupils are expected to make an average of 6 points of progress each year (except in Yr 1, where it is 5). The small number of PP pupils (in brackets) vs non-PP children will statistically exaggerate figures.

The percentage of PP children achieving age-related (ARE) expectations in reading, writing and maths (RWM) combined is similar to non-PP children:

Yr	PP Pupils	Non-PP Pupils
1	100% (3)	63.2%
2	80% (5)	80%
3	NA	NA
4	60% (5)	74.6%
5	50% (2)	53.3%
6	60% (5)	79.7%

Additionally, the school has tracked where pupils are in terms of those at ARE in RWM, immediately prior to the pandemic and at the end of July 21. The results below demonstrate that the measures taken by the school have resulted in virtually all PP children, recovering from the lockdowns and effects of the pandemic:

Yr:	PP Pupils at ARE in RWM, March 20	PP Pupils at ARE in RWM, July 21
2	3 (75.0%)	(80.0%)
3	NA	NA

4	3 (60.0%)	(60.0%)
5	2 (50.0%)	(50.0%)
6	3 (60.0%)	(60.0%)

The school asserts that the above evidence supports our view that current PP provision is successfully enabling PP pupils to achieve their academic potential and overcome varying barriers to their education.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

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?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.