



Pupil Premium Strategy 2020/21

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 8 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.

The plan below outlines in more detail how the funding is to be spent to address the barriers to learning described above. It also details the total cost of the initiatives and the amount of funding the school receives.

<i>Objective:</i>	To ensure that all PP children achieve their academic potential and meet or surpass age related expectations (where appropriate).		
Success criteria:	<ol style="list-style-type: none"> 1. <i>Progress rates across the school for PP children are similar or equal to other pupils in RW&M</i> 2. <i>The percentage of (non-SEN) PP pupils achieving or surpassing age related expectations in RW&M, is similar to non-PP children.</i> 		
<i>Actions:</i>	<i>By whom:</i>	<i>When:</i>	<i>Review (Aut 21)</i>
1. 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	JC	Ongoing	Progress rates for PP children are in many respects above those of non-PP children:
2. Continue to employ an experienced teacher to provide weekly 1-1 tutoring sessions for PP children	JC	Ongoing	
3. Continue to employ a 1-1 teaching assistant to support alongside PP children in lessons for three mornings per week	JC	Ongoing	

4. Continue to raise awareness of PP children in each class and for all staff to highlight PP children when planning.	SMT	Ongoing	<table border="1"> <thead> <tr> <th></th> <th colspan="3">PP pupils (Nos)</th> <th colspan="3">Non-PP pupils</th> </tr> <tr> <th>Year</th> <th>Steps progress in reading</th> <th>Steps progress in writing</th> <th>Steps progress in maths</th> <th>Steps progress in reading</th> <th>Steps progress in writing</th> <th>Steps progress in maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5.3</td> <td>5.0</td> <td>5.0 (3)</td> <td>5.1</td> <td>5.1</td> <td>5.0</td> </tr> <tr> <td>2</td> <td>6.0</td> <td>6.2</td> <td>5.8 (5)</td> <td>5.9</td> <td>6.1</td> <td>6.1</td> </tr> <tr> <td>3</td> <td>N/A</td> <td>N/A</td> <td>N/A (0)</td> <td>6.2</td> <td>6.5</td> <td>6.5</td> </tr> <tr> <td>4</td> <td>7.4</td> <td>7.2</td> <td>7.4 (5)</td> <td>6.5</td> <td>6.8</td> <td>6.4</td> </tr> <tr> <td>5</td> <td>6.2</td> <td>4.7</td> <td>6.0 (2)</td> <td>6.1</td> <td>6.4</td> <td>6.3</td> </tr> <tr> <td>6</td> <td>8.4</td> <td>8.0</td> <td>8.4 (5)</td> <td>8.4</td> <td>8.2</td> <td>8.4</td> </tr> </tbody> </table> <p>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.</p> <p>The percentage of PP children achieving age-related (ARE) expectations in RWM combined is similar to non-PP children:</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>PP Pupils</th> <th>Non-PP Pupils</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>100% (3)</td> <td>63.2%</td> </tr> <tr> <td>2</td> <td>80% (5)</td> <td>80%</td> </tr> <tr> <td>3</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>4</td> <td>60% (5)</td> <td>74.6%</td> </tr> <tr> <td>5</td> <td>50% (2)</td> <td>53.3%</td> </tr> <tr> <td>6</td> <td>60% (5)</td> <td>79.7%</td> </tr> </tbody> </table> <p>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:</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>PP Pupils at ARE in RWM, March 20</th> <th>PP Pupils at ARE in RWM, July 21</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3 (75.0%)</td> <td>(80.0%)</td> </tr> <tr> <td>3</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>		PP pupils (Nos)			Non-PP pupils			Year	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	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%	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
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5. Compare PP data with non PP data each assessment period to determine gaps.	BT	Ongoing																																																																																							
6. Imbed provision spread sheet showing support each PP child is receiving and associated cost breakdown	MB	Ongoing																																																																																							
7. Continue to measure impact of interventions PP children receive	MB	Ongoing																																																																																							
8. Imbed and formalise structured conversations held with parents of PP children so that the school can further aid them to support their children	MB	1x term minimum																																																																																							
9. Discuss success of PP children compared to non PP children during triangulation meetings	SMT	3 times per year																																																																																							
10. PP children progress to be measured for performance management	SMT	Autumn 20																																																																																							
11. Provide financial support for PP children so that they can attend all educational trips free of charge	JC/CM	Ongoing																																																																																							

			4	3 (60.0%)	(60.0%)
			5	2 (50.0%)	(50.0%)
			6	3 (60.0%)	(60.0%)
			The above outcomes demonstrate the effective use of the pupil premium by the school and validate the achievement of the above success criteria.		
			Grant allocation amount:	£17,160	
			Total cost of actions:	£18,627	