

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

This statement details our school’s use of pupil premium (and recovery 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
School name	St Bede’s Catholic Primary
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23/24
Date this statement was published	Sept 24
Date on which it will be reviewed	Sept 25
Statement authorised by	J.Carroll
Pupil premium lead	H.Grant
Governor / Trustee lead	L. Flaherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,230

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium (PP) 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.

We use this funding to build our capacity to support PP children by designing bespoke learning activities around them to meet their individual needs. The progress and attainment of all pupils at St Bede's is carefully tracked and analysed in order to draw conclusions and develop action plans. In order to diminish the gaps, we look at best practice and research. This leads us to conclude that the most effective ways to raise attainment for all and close the gaps for the most disadvantaged are through:

- Improving the quality of provision across the curriculum, in particular the quality of teaching in classrooms – we do this by (a) ensuring our staff are well-trained and have adequate time to carry out their roles and (b) providing 1-1 coaching sessions to address any underachievement for individual/small groups of PP children.
- Carefully considered interventions and activities to target specific needs – we do this by having additional teaching and support staff who can deliver bespoke interventions for particular groups.
- Increasing enjoyment of and participation in all aspects of school life – we will do this by further subsidising a range of activities and clubs.

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
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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 (non-SEN) PP children are similar or equal to other pupils in Reading Writing & Maths (RWM)
	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
	The attendance of PP children is similar to that of non- PP children, so that they have access to school provision.

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: £22,253

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
Ensure teachers' practice is supported by strong CPD in order to facilitate effective pedagogy	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	1

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

Budgeted cost: £19,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1

	<p>children are now mostly above those of non-PP children and attainment rates are very similar.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
Direct teaching assistants to support PP children each morning via targeted approaches	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
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: £ 5,037

	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
Continue structured conversations with parents of PP children so that the school can further aid them to support their children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	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

<p>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.</p>		3
<p>Continue the Relax Kids and ELSA interventions and enable PP children to participate in these.</p>		3

Total budgeted cost: £46,868

Overspend : £3,638

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 2023 to 2024 academic year.

The following targets were set last year:																																																																								
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1. To ensure that all PP children achieve their academic potential and meet or surpass age related expectations (ARE) (where appropriate).	Progress rates across the school for PP children are similar or equal to other pupils in RW&M	<p>Progress rates in RWM were similar to those of non-PP children (SEN excluded):</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP children</td> <td>6.0</td> <td>5.8</td> <td>6.0</td> </tr> <tr> <td>Non-PP children</td> <td>6.1</td> <td>6.0</td> <td>6.0</td> </tr> </tbody> </table> <p>The school would assert that this outcome has been achieved.</p>		Reading	Writing	Maths	PP children	6.0	5.8	6.0	Non-PP children	6.1	6.0	6.0																																																										
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The percentage of (non-SEN) PP pupils achieving or surpassing age related expectations in RW&M, is similar to non-PP children.		<p>The percentage of PP children that achieved age related expectations in RWM was similar to non PP children (SEN excluded):</p> <table border="1"> <thead> <tr> <th rowspan="2">All PP children (26): 1 child-4%</th> <th rowspan="2">All Non PP children (410)</th> <th colspan="2">PP children (not SEN)</th> <th colspan="2">Non-PP children (not SEN)</th> <th rowspan="2">GAP ARE+</th> <th rowspan="2">GAP Greater Depth</th> </tr> <tr> <th>ARE+</th> <th>Greater depth</th> <th>ARE+</th> <th>Greater depth</th> </tr> </thead> <tbody> <tr> <td rowspan="4">2024 St Bede's whole school</td> <td>Reading</td> <td>83%</td> <td>17%</td> <td>86%</td> <td>31%</td> <td>3%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>70%</td> <td>9%</td> <td>82%</td> <td>21%</td> <td>12%</td> <td>12%</td> </tr> <tr> <td>Maths</td> <td>78%</td> <td>9%</td> <td>86%</td> <td>28%</td> <td>8%</td> <td>19%</td> </tr> <tr> <td>RWM</td> <td>57%</td> <td>4%</td> <td>76%</td> <td>16%</td> <td>19%</td> <td>12%</td> </tr> <tr> <td rowspan="4">2024 KS2 National Figures</td> <td>Reading</td> <td>62%</td> <td></td> <td>79%</td> <td></td> <td>17%</td> <td></td> </tr> <tr> <td>Writing</td> <td>58%</td> <td></td> <td>78%</td> <td></td> <td>20%</td> <td></td> </tr> <tr> <td>Maths</td> <td>59%</td> <td></td> <td>79%</td> <td></td> <td>20%</td> <td></td> </tr> <tr> <td>RWM</td> <td>45%</td> <td>3%</td> <td>67%</td> <td>10%</td> <td>22%</td> <td>7%</td> </tr> </tbody> </table> <p>The school would assert that this outcome has been generally achieved. Whilst there are gaps between pupil premium children and non-PP children, when compared to the KS2 national figures at 2024, the gaps between the pupils in school and those nationally, is smaller in but one of the metrics.</p>	All PP children (26): 1 child-4%	All Non PP children (410)	PP children (not SEN)		Non-PP children (not SEN)		GAP ARE+	GAP Greater Depth	ARE+	Greater depth	ARE+	Greater depth	2024 St Bede's whole school	Reading	83%	17%	86%	31%	3%	14%	Writing	70%	9%	82%	21%	12%	12%	Maths	78%	9%	86%	28%	8%	19%	RWM	57%	4%	76%	16%	19%	12%	2024 KS2 National Figures	Reading	62%		79%		17%		Writing	58%		78%		20%		Maths	59%		79%		20%		RWM	45%	3%	67%	10%	22%	7%
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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	<p>The school has ensured that all PP children have limited financial barriers which prevent them from participating in the usual range of additional learning experiences (eg school trips, activity days, extracurricular clubs etc). In the academic year 23/24 90% of PP children participated in one or more extra-curricular clubs run by the school (up from 50% the previous year). All PP children were able to attend school trips and various cost-led additional curriculum related activities.</p>																																																																						

		NB: Additionally the attendance of PP children in 23/24 was well above the national average at 96.9%, ensuring that in the main, PP children’s high attendance gave them the opportunity to benefit from the provision of the school.
	Parents of PP children will report that they have a good understanding of the needs of their child and are empowered to support them	Structured conversations did not take place due to a loss of personnel associated with PP children.
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.