

Pupil premium strategy statement

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 School
Number of pupils in school	234 including nursery 208 excluding nursery
Proportion (%) of pupil premium eligible pupils	15.38% (32/208)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2021 (3 year plan)
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Carol Devine, Acting Headteacher
Pupil premium lead	Carol Devine, Acting Headteacher
Governor / Trustee lead	Catherine Ellwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040
Recovery premium funding allocation this academic year	£5,365
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	£48,405

Part A: Pupil premium strategy plan

Statement of intent

At St.Bede's Catholic Primary, our intention is to ensure that our pupils are not disadvantaged as a consequence of their socioeconomic context. We are committed to ensuring that all of our pupils make good progress and achieve highly across the whole curriculum regardless of their background or challenges they may be faced with. The focus of our pupil premium strategy is to provide high quality and effective support for our disadvantaged pupils to enable them to achieve their full potential and to become the best possible versions of themselves, including provision for those children who are already high attainers. We believe that with appropriate and well thought out support, all children can overcome barriers they are faced with.

When making decisions about using Pupil Premium funding, we will consider carefully the varying needs of our disadvantaged pupils and take time to understand the challenges they face. The barriers to learning faced by our disadvantaged pupils are many and varied and it is not a case of one size fits all. They include challenges such as lack of support at home or poor parental engagement; weak language and communication skills on entry to school; complex family situations and/or social services involvement; attendance and punctuality issues; lack of experiences to broaden their understanding of the world around them and lack of access to resources outside of school to support learning such as books and technology.

The activity we have outlined in this statement is also intended to support children's needs, regardless of whether they are disadvantaged or not.

Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to create lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children with the access and opportunities to enjoy academic success.

We have adopted a three tiered approach to spending Pupil Premium funding ensuring that the strategies we use are evidence based:

- 1) **Improving teaching** (effective training and CPD opportunities to ensure high quality teaching in all areas of the curriculum is at the heart of our approach and will benefit all pupils not just the disadvantaged)

- 2) **Targeted academic support** - Identifying and supporting underperforming pupils and providing structured 1:1 or small group intervention to support classroom teaching. We will also seek to address the need for education recovery for pupils whose education has been worst affected by incorporating the use of high quality tutors to support children with their work in English and mathematics.
- 3) **Wider strategies** - targeted particularly at supporting pupils and their families from disadvantaged backgrounds. This will include strategies to improve attendance and other non-academic barriers such as providing social and emotional support for pupils and their families.

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 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	Assessments and observations indicate a significant number of pupils have limited language skills on entry to due to lack of experiences and poor modelling of language.
2	Negative impact of COVID-19 on the academic progress of pupils with basic skills in reading, writing, oracy and number work.
3	An increasing proportion of disadvantaged pupils have SEND including social and emotional needs.
4	The attendance of disadvantaged pupils is lower than for non-disadvantaged pupils.
5	Limited access to wider experiences and opportunities which impacts on language acquisition, progress and attainment.

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
<p>High quality interventions in place (BLAST & NELI) for children identified as having speech and language needs. These sessions are led by highly skilled and trained practitioners and result in improved oral language skills and increased vocabulary among all targeted children including disadvantaged pupils.</p>	<p>Children's assessment data indicates a significant improvement in oral language skills and vocabulary. The gap between disadvantaged and non pupil premium children is narrowed.</p>
<p>Gaps in learning quickly identified and addressed through high quality teaching and prompt and purposeful intervention. Basic skills are securely embedded and applied across the curriculum.</p>	<p>Data will show that the majority of children (80%+) are working at age related expectations or better in reading, writing and mathematics in each year group.</p> <p>Targeted children's data will show accelerated progress.</p> <p>Data will show a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p>
<p>Increase in phonics data in Year 1 assessments</p>	<p>Increase in phonics scores</p> <p>Gap between disadvantaged and non pupil premium children is narrowed</p> <p>Data will show that St.Bede's is above National Average in phonics for 'all' children.</p>
<p>All children with special educational needs and disabilities have a personalised support plan in place with identified specific, measurable, achievable, relevant and time-bound targets (SMART). Pupil and parent voice are captured and in response children with SEND are provided with individualised learning toolkits to support them in class to overcome their barriers to learning.</p> <p>Interventions for these children are carefully planned with clearly defined start and end points. They are delivered by highly skilled and trained professionals to</p>	<p>Data for SEND pupils will show accelerated progress.</p> <p>More SEND pupils are supported to achieve age related expectations.</p> <p>Evidence from data, pupil voice and work scrutinies demonstrates that the needs of pupils with SEND are being well met enabling them to access and make progress across the whole curriculum.</p>

meet the children's specific needs and to enable them to make more rapid progress across the curriculum.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure attendance of all pupils is at least 96% Eradicate the gap in attendance levels between disadvantaged pupils and non-disadvantaged pupils
Children have the opportunities to experience the wider curriculum and enhance their cultural capital.	The curriculum is planned to include purposeful opportunities for the children to experience the wider curriculum both in and out of school

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: £20,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching to ensure all children able to gain knowledge skills and understanding of curriculum	NFER research 'The quality of teaching is the most important school-based factor affecting children's attainment, particularly for those from disadvantaged backgrounds.'	3
Professional development of staff both in house and through outside providers	EEF Guidance Report on Effective Professional Development. CPD is delivered, meets the needs of the individual staff members and their areas for development.	1,2,3
Purchase of standardised diagnostic assessments. (Star Reader, Star Early Reader & Star Maths)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional	1,2,3

Training for staff to ensure assessments are interpreted and administered correctly.	support through interventions or teacher instruction:	
Purchase of Sounds-Write training and resources - DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3

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

Budgeted cost: £10,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group / 1:1 intervention by class teacher / support staff / intervention teachers on Reading, Writing and Maths	EEF Guidance report for improving Literacy and Numeracy recommends high quality structured intervention as a method in small groups / 1:1 as required.	1,2,3
1:1 tuition using recovery premium funding	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	1,2,3
Speech and language delivery booster sessions - Nuffield Early Language Intervention (NELI) and BLAST	The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. A trained teaching assistant provides small group work and individual teaching sessions for 20 weeks. The most recent trial of the	1

	programme found that children made on average +3 months of additional progress in oral language compared to children in the comparison group.	
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family worker appointed to support parents in partnership with school to secure best outcomes for the children. This is in relation to academic and emotional wellbeing	EEF – Parental engagement	2,4
Curriculum to be planned to ensure opportunities for children to meaningfully experience wider curriculum.	EEF – tiered approach to 2021	5
Children to experience a wide range of extracurricular opportunities	EEF – tiered approach to 2021	5

Targeted breakfast club to support emotional wellbeing and to improve attendance of vulnerable pupils	EEF – tiered approach to 2021	4
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Total budgeted cost:£48,405

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. Externally provided programmes

- Internal end of year school data showed the vast majority of pupils made good or better progress
- Internal end of year school data showed the vast majority of pupils met their expected standard for their year group

Our children came back to school in September 2020. National school closure resumed on the 4th January 2021 and schools reopened on 8th March 2021. During periods of school closure, pupils from disadvantaged backgrounds were offered a place in provision as part of the vulnerable group offer. School has 15.38% disadvantaged across Reception - Year 6.

Every effort was made throughout the periods of school closure to minimise disruption to learning for all pupils, but particularly our disadvantaged pupils to try and prevent any gaps in attainment widening. Laptops were made available to disadvantaged pupils using a combination of government provided equipment and the local authority ICT scheme to ensure the children could access remote learning from home. Paper packs and stationery were also made available.

High quality remote learning was set up via Google classroom. Staff kept to the same daily routine as in school and carried out three Google Meet sessions daily teaching English and mathematics lessons in the morning and a foundation lesson in the afternoon. Teaching assistants followed up any children who did not attend sessions to ensure all children were engaging in lessons and to offer support where necessary. Work was marked and constructive and encouraging feedback was given to pupils providing improvement points where appropriate. Teachers followed their usual long and medium term plans to minimise any gaps in learning as far as possible; however, pupil engagement was varied and different levels of support were available at home.

Regular welfare checks were made to disadvantaged pupils via telephone calls and this helped to improve attendance and engagement with online learning.

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
Accelerated Reader	Renaissance

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A