

Pupil premium strategy statement - St.Bede's Catholic Primary School - South Shields

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
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Carol Devine - Headteacher
Pupil premium lead	Carol Devine - Headteacher
Governor / Trustee lead	Catherine Ellwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,165.00
Recovery premium funding allocation this academic year	£5,365.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£45,530

Part A: Pupil premium strategy plan

Statement of intent

At St Bede's Catholic Primary, our aim 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	A number of pupils have limited language and vocabulary skills due to lack of experiences and poor modelling of language. Our assessments and observations indicate that this is more prevalent in disadvantaged pupils.
2	Some pupils face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning. There has been an increase in the number of pupils requiring additional support with social and emotional needs and an increase in the number of referrals school has made to the lifecycle's services for assessment of need.
3	Attainment in phonics, reading, writing and maths is lower for disadvantaged pupils than non-disadvantaged pupils which impacts negatively on how these children access the wider curriculum. This is evidenced through internal assessment data, observations and work scrutinies.
4	Attendance is an issue for some disadvantaged pupils. On average, our attendance data reflects that the attendance of disadvantaged pupils is lower than for non-disadvantaged pupils. Attendance data also highlights that a slightly higher percentage of disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	<p>Limited access to wider experiences and opportunities which impacts on language acquisition, progress and attainment. Many of our disadvantaged pupils are socially, culturally, economically and knowledge deprived. Lack of aspiration and poor engagement of pupils and parents in school life particularly affects outcomes for disadvantaged pupils and attendance of disadvantaged pupils.</p> <p>The South Tyneside population experiences a higher level of social and economic disadvantage than the England average and there is a strong link between high levels of socioeconomic disadvantage and poor health. The English Indices of Deprivation based around seven domains: income, employment, health, education, crime, barriers to housing and living environment. In South Tyneside, 20.6% of the population live in income deprived households.</p>

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
Improve language enrichment for disadvantage pupils, increasing vocabulary and improving oracy and written skills/language.	<ul style="list-style-type: none"> School evidence indicates a significant improvement in oral language skills and vocabulary among disadvantaged pupils

	<p>which impacts positively on written outcomes in pupil books.</p> <ul style="list-style-type: none"> • Training has been undertaken by all staff to understand communication and language in greater depth, signposting up-to-date research, knowing how to identify different types of communication delay, and learning about dialogic teaching (encouraging pupils to learn by questioning and discussion) across the curriculum.
<p>To achieve and sustain improved wellbeing and improved self-regulatory and metacognitive skills for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <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 • observations reflect that pupils are able to monitor and regulate their own learning.
<p>Increase in phonics data in Year 1 assessments.</p> <p>Increase percentage of disadvantaged pupils achieving the expected standard and greater depth standard across the school in reading, writing and maths.</p>	<ul style="list-style-type: none"> • Children's data will show increase in phonics scores • Narrow the gap between disadvantaged / non-pupil premium children • Data will show that St.Bede's is above National Average in phonics for 'all' children. • Data will show that St.Bede's is above National Average in reading, writing and maths for 'all' children.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by</p> <ul style="list-style-type: none"> • ensuring the attendance of all pupils is at least 96% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced • the percentage of persistent absenteeism decreases for all pupils and the gap between disadvantaged pupils and their peers is narrowed.
<p>Develop and sustain improved resilience and aspiration among disadvantaged pupils, improving pupil social and emotional wellbeing.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Significant decrease in referral to Lifecycles • Increase in parental engagement.

	<ul style="list-style-type: none"> The curriculum is planned to include purposeful opportunities for the children to experience the wider curriculum both in and out of school
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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: £20,686

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) Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3
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:	1,3

	Phonics Toolkit Strand Education Endowment Foundation EEF	
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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 programme found that children made on average +3 months of additional progress in oral language compared to children in the comparison group.	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils	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:	1,2,3

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	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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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

Total budgeted cost: £ £45,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils and staff continued to be significantly impacted by COVID during the winter and spring terms, with absence affecting the educational recovery process. However, the establishment of intervention and recovery groups in core learning areas for targeted disadvantaged/SEND pupils had a significant impact on pupil progress.

The whole school focus on Sounds-Write phonics programme last year has had a positive impact on pupil progress with reading as evidenced by internal school data.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Sounds-Write Phonics	Sounds-Write
Nuffield Early Language Intervention (NELI)	NELI