

## 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 School and Sixth Form College, Lanchester
Number of pupils in school Y7-11	1256
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr D Juric
Pupil premium lead	Miss L Mather
Governor / Trustee lead	Mrs M Gray

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 200,550.00
Recovery premium funding allocation this academic year	£ 30,595.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£231,145.00

# Part A: Pupil premium strategy plan

## Statement of intent

St Bede's is a Catholic school and as such the aims within it are to create an atmosphere of Catholic value, attitudes, practice and knowledge such that all children will have the opportunity for their faith to be nurtured. Thus, they will be able to widen and deepen themselves as people in preparation for this life and for the life to come.

*Catholic: from the Greek Katholikos meaning 'universal'*  
*Universal: concerning or relating to everyone in the world.*

St Bede's Catholic School and Sixth Form College aim to: -

"Provide the very best educational experience for each individual student within a Catholic context through developing our community as Christians, learners, teachers and students irrespective of their background or starting point in life, made good progress and achieve high attainment across our ambitious curriculum."

Every child with his/her individual needs and gifts is a unique gift from God. All members of teaching and support staff, governors and learning support assistants accept responsibility for disadvantaged students and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. This is an essential, integral part of the spiritual development of the whole school community. As with every child in our care, a child who is disadvantaged is valued, respected and entitled to develop to his/her full potential, irrespective of need. We have high expectations for the development of each student within our care.

The focus for our Pupil Premium strategy is to support disadvantaged pupils to achieve the goals outlined above. Given the context of the pandemic, we recognise that disadvantaged students will face the biggest challenges in terms of educational recovery. The positive relationships that we foster between staff and students are key to providing a good atmosphere for learning. We treat each other with compassion but take a firm line when needed and in doing so restoring relationships where appropriate.

This vision feeds into our work with disadvantaged students, we prioritise high-quality teaching alongside a broad and balanced curriculum for all of our learners. Our ultimate objective being that when they leave St Bede's that they have the same opportunities for going on to lead a full and fulfilling life as everyone else, regardless of their family background. In addition, we are very mindful that the term disadvantaged does not just extend to Pupil Premium students, but we look to serve a wider group of students within our unique context.

Our current strategy encompasses three strands: high quality teaching tailored to their needs that is aspirational and enabling, targeted academic support and wider strategies, using the EEF Teaching and Learning Toolkit in supporting planning and utilising practices and programmes that are most likely to deliver the greatest impact.

Our curriculum planning, school improvement plan, department improvement plans and pupil premium strategy all complement each other and are at the core of our aims. We are resolute in our focus on assessing secure learning through both formative and summative assessment,

particularly the content that students have retained and which can be applied rather than reliance on what academic content has been covered.

During the academic year, our internal assessments have permitted us to identify some of the central challenges that our learners have been facing linked to reading. The pandemic has reduced the normal level of extra-curricular opportunities that disadvantaged students would benefit from and we are also aware of the increased need for support from a social and emotional aspect for the students within our care.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Year 7 students starting St Bede's with low levels of attainment impacting on reading ability</u></b></p> <p>Improve reading comprehension and decoding strategies across the curriculum for disadvantaged pupils, especially in Key Stage Three. Standardised reading assessments on entry to Year 7 this year indicate that our disadvantaged pupils arrive 1 year and 5 months behind their peers on average. Our Year 8 disadvantaged students improved their average reading age by 10 months from the start of Year 7. This impacts upon their progress in all subject areas.</p> <p>Assessment data collected over the last term shows that the average reading age of disadvantaged pupils entering Year 7 has increased from the year before by 3 months (perhaps as a result of the pandemic).</p>
2	<p><b><u>Academic Progress with a focus on EBacc subjects</u></b></p> <p>Improve academic outcomes for disadvantaged pupils especially in Combined Science, Geography, Spanish and Business.</p> <p>According to 2019 P8 national data, disadvantaged students achieve 0.58 grades lower than their peers at the end of Year 11. Disadvantaged students achieved well at St Bede's in 2019 (P8 +0.05), they still achieved 0.09 grades below their peers.</p> <p>Our assessments, observations and discussions with families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for our other pupils. These findings are backed up by several national studies.</p>
3	<p><b><u>Pupil engagement and wellbeing</u></b></p> <p>Attendance levels for disadvantaged pupils to match non-disadvantaged pupils. In some instances, absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 to 3.9% lower than for non-disadvantaged pupils.</p> <p>During the pandemic, referrals for counselling have increased. The causes for referrals are linked to mental health and family issues.</p>

4	<p><b><u>Raise aspirations for disadvantaged pupils to match non-disadvantaged pupils.</u></b></p> <p>Some of our data would suggest that disadvantaged pupils are less likely to have high aspirations for the future and also attend extra-curricular activities in comparison with their peers.</p> <p>From conversations with students, generally barriers for taking part are social rather than economic. We encourage wider participation in activities as far as possible to widen their horizons and to broaden opportunities.</p> <p>Latest progression data indicates that where we have students not remaining in education, employment or training (NEETs) two terms after leaving school, they are disadvantaged pupils.</p> <p>Encourage high prior attainment students to enable them to fully achieve their potential.</p>
5	<p><b><u>Parental Engagement</u></b></p> <p>Improve the levels of parental engagement from disadvantaged pupils at school events in line with non-disadvantaged pupils at an individual, year group and whole school perspective. Some families historically find it difficult to see the value in education and lack engagement with school.</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
<p>Challenge 1- Reading Comprehension and decoding strategies</p>	<p>Demonstrate an improvement in comprehension and decoding skills through the implementation of a high structured intervention programme for disadvantaged students below age related expectations over a definitive period.</p> <p>Baseline assessments from GL to inform students that require additional support.</p> <p>Reduction in the disparity between the reading ages of disadvantaged and non-disadvantaged students from the start of Year 7 Star Reading to the end of Year 8.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.</p> <p>Strategically planned opportunities for all pupils to progress their reading through the curriculum.</p> <p>Pupil voice demonstrates that students have developed a love of reading across the curriculum.</p>
<p>Challenge 2- Academic Outcomes with a focus upon EBacc subjects</p>	<p>By the end of our current plan in 2024-25, 50% or more of our disadvantaged pupils</p>

	<p>enter the English Baccalaureate (EBacc). Between 2019-2021, this figure has increased from 32.6-42.5%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>• An average an EBacc average point score above 5</li> </ul> <p>The current P8 gap in 2019 between PP and non-PP is 0.09. The aim is to reduce this figure so there is no gap between the two cohorts by 2024.</p> <p>Intervention programmes using the NTP are utilised strategically to improve the attainment of disadvantaged students.</p> <p>Staff CPD and training focused upon the implementation of the curriculum to meet the needs of all students is embraced.</p> <p>Through the development of metacognition, teacher reports and lesson observations will indicate that disadvantaged students are more able to monitor and regulate their own learning.</p>
<p>Challenge 3- Pupil Engagement and wellbeing</p>	<p>Overall attendance and persistent absence rates to be above rates nationally.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%</li> </ul> <p>Sustained high levels of wellbeing from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A range of mental health support, including counselling, is provided to all identified for targeted interventions.</li> </ul>
<p>Challenge 4- Raise aspirations</p>	<p>Sustained high levels of aspirations from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The CEIAG programme within St Bede's supports all students to secure an appropriate place for next stage in education meaning we have</li> </ul>

	<p>0% classified as NEETs through an established and aspirational careers programme.</p> <ul style="list-style-type: none"> <li>• Compare NEET scores with Risk of NEET Indicator (RONI) score.</li> <li>• Entry into St Bede's 6<sup>th</sup> Form are monitored and tracked compared with non-Pupil Premium students.</li> <li>• Monitoring and tracking of destinations including the number of students entering Post-16 education at Level 3.</li> <li>• Programmes such as The Brilliant Club, The Girls' Network are embedded and provide students with opportunities to broaden their horizons.</li> <li>• The PSHE programme helps to develop students with the skills and attributes to be confident, well-rounded resilient young people.</li> <li>• A significant increase in participation in enrichment activities enhancing the cultural capital of students, particularly among disadvantaged pupils.</li> <li>• Positive student voice demonstrating that students know where to find help and have access to support in school through pastoral signposting to external agencies.</li> </ul>
<p>Challenge 5- Parental Engagement</p>	<p>Improved attendance at individual meetings, year group events and whole school events including Parents' Evenings and Information Evenings.</p> <p>Increased opportunities for a blended approach of engagement both within school and online to accommodate working patterns and to increase levels of engagement.</p>

## 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: £51,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistency in high quality of teaching for all students at all stages across the curriculum.</p> <p>All staff to ensure that the 'lost' learning gap is closed through retrieval and high expectations with the quality and return rate of homework set.</p>	<p>Evidence from the EEF suggests that inclusive high-quality teaching ensures that the planning and implementation meets the needs of all students, and builds in high expectations for all students, including those with SEND.</p> <p>Research suggests that homework in a secondary setting can improve outcomes by +5 months. Understanding and addressing any barriers to the completion of homework e.g. learning device or resources.</p>	2
<p>CPD focus upon Questioning and Challenge strands of 'St Bede's 9 Principles of Teaching'</p>	<p>CPD is based upon a strand from the EEF guidance report (promoting and developing metacognitive talk in the classroom) and research suggests +7 months progress from this type of approach.</p>	2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted clearly.</p>	<p>GL Tests at Year 7 and 8 for Maths and English</p> <p>Achieve 3000</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.</p>	1 2
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>Involving ongoing teacher training with an initial focus in Year 10 and 11 PSHE.</p>	<p>Year 10 and Year 11 students are involved in bespoke support linked to their independent learning techniques.</p> <p>Support for students to become more independent learners. EEF supports that metacognition strategies can increase progress by 7+ months.</p>	2
<p>Embedding 'St Bede's 9 Principles of Teaching'</p>	<p>Doug Lemov 'Teach Like A Champion' strategies are embedded across the curriculum. These include opportunities</p>	2

	to enhance long-term memory through retrieval techniques, student-teacher relationships and opportunities for discussion.	
Sharing of PP micro strategies and further development of this	SEND and behavioural strategies such as student passports, behaviour and learning plans that focus teachers on areas of specific need and action are known to be successful and necessary. Staff are able to share strategies that work well across curriculum areas.	1 2
Bespoke CPD dependent upon career stage  Support for ITT students- School Direct and PGCE students Support for ECTs Subject knowledge-departmental CPD Opportunities for staff on NPQ new programmes for 2021 Role of Lead Practitioners	Cordingley et al 2015 and Darling-Hammond et al 2017 suggest teacher CPD can have a strong impact on student outcomes. Some studies suggest gains can equate to more than two years' progress in one year. William 2016 and Timperley et al suggest gains have been shown to be even greater for students from disadvantaged backgrounds thus having the potential to improve the life chances of all students. All staff should be continued to keep on improving and remains a top priority for Pupil Premium spending through ensuring that high-quality staff are in front of every class.	1 2 3 4
Improving literacy in all subject areas in line with recommendations from the EEF Improving Literacy in Secondary Schools guidance. Audio books-registration Departmental reading lists Reading opportunities during P4	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject area. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.	1 2 3 4

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

Budgeted cost: £78,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve 3000	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text and this is	1 2



	<p>particularly the case when interventions are delivered over a short timespan.</p> <p>Support disadvantaged pupils who need additional support to comprehend texts and address vocabulary gaps.</p> <p>Evidence 4 Impact suggests that Achieve 3000 has strong outcomes for Secondary Reading through a whole school improvement framework that seeks to raise the aspirations, access and achievement of vulnerable and disadvantaged pupils.</p>	<p>3</p> <p>4</p>
Accelerated Reader	<p>Students statistically dip between Year 6 &amp; 7. AR will be used to strengthen work done with students at transition. EEF evidence suggests +5 months progress for each strategy. AR was shown to have a positive impact in independent evaluation and is used in cluster primary schools.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
Extra Literacy provision within school hours throughout KS3	<p>Specific groups of students are targeted and taught in small groups. This strategy has been successful in previous years.</p>	<p>1</p> <p>2</p>
School Led Tutoring	<p>Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment. (EEF: The Attainment Gap: 2017)</p> <p>EEF evidence suggests that this can lead to +5 months progress for one to one and +4 for small groups.</p> <p>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 and also in small groups.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
Small group tuition using Maths and English LSAs	<p>Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment. (EEF: The Attainment Gap: 2017)</p> <p>EEF evidence suggests that this can lead to +5 months progress for one to one and +4 for small groups.</p> <p>The use of LSAs to deliver highly structured interventions e.g. Fresh Start- Read Write Inc which are frequently evaluated is beneficial in closing the gap.</p>	<p>1</p> <p>2</p>

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

Budgeted cost: £101,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DFE's Improving School Attendance advice.</p> <p>Continued appointment of Attendance Officer.</p> <p>The Attendance Officer is supported by the Student Support team to ensure high levels of attendance for all pupils.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>DFE research shows that the higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</p> <p>Pupils with no absence are:</p> <ul style="list-style-type: none"> <li>• 1.3 times more likely to achieve level 4 +</li> <li>• 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> <p>Evident within research from the EEF that interventions are most likely to be most effective when deployed alongside efforts to improve teaching and wider barriers to learning e.g. attendance and behaviour.</p>	<p>3 4 5</p>
<p>Student Support Team (Involvement with external agencies)</p> <p>Welfare Managers</p> <p>Year Leaders</p> <p>Directors of Student Support</p> <p>SENDSCO</p> <p>School Medical Officer</p> <p>Student Support Officer</p> <p>DHT for Student Support</p>	<p>Based on our experiences and those identified as similar schools to ours, we have identified a structured and staged behaviour support system to ensure students have access to a structured network of staff available for support.</p> <p>Students are tracked and monitored closely. The team aim to gain a full understanding of the student and their family.</p>	<p>3 4 5</p>
<p>Progression Manager</p>	<p>Although raising aspirations is not recommended via EEF, we feel that this is a key area of focus given our school context and socio-economic background.</p>	<p>4</p>

	<p>EEF research states 'children from poorer backgrounds are more likely to be uncertain about what qualifications are needed to access their chosen career'. We have found that students who know their long-term goals are more motivated to work hard and succeed.</p> <p>Through our experiences and in conjunction with employers, Durham Works, we have a comprehensive identification and support process for pupils at risk of being NEET.</p>	
<p>PSHE Curriculum</p> <p>Holistic view of the child focusing upon developing resilience, understanding of physical and mental health.</p>	<p>Pupils who are emotionally healthy perform better at school. The PSHE Association states that 'PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn e.g. anxiety and unhealthy relationships.</p>	<p>3</p> <p>4</p>
<p>Resources (uniform, revision guides, music lessons etc)</p>	<p>Although there is insufficient evidence from the EEF about the impact of this, we know that by simply providing uniform where needed, providing revision guides to access homework or laptops to access online learning that this barrier is removed.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>
<p>School counsellor and listening service</p> <p>Emotional and mental health support for students.</p> <p>Mindfulness- P2</p> <p>Y11 Parents' Information Evening- Wellbeing focus</p> <p>Durham Resilience Project</p> <p>PSHE</p>	<p>DFE report 'Counselling in Schools' states that '...many pupils report improvements in their capacity to study and learn following counselling and frequently report that counselling helps them to concentrate.'</p> <p>Pupils also report an increased motivation for school and schoolwork.</p> <p>PHE report on "The link between pupil health and wellbeing and attainment" also supports this strategy as having a positive impact.</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression.</p>	<p>3</p>
<p>Engagement with parents/carers via School Gateway, documentation, social media platforms, information evenings and Parents' Evenings.</p>	<p>According to the EEF, parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>5</p>

<p>Structured and extensive cross-curricula extra provision opportunities</p> <p>After school clubs Trips Cyber First The Brilliant Club University Visits Careers Programme of Visits The Girls' Network</p>	<p>Opportunities for students to gain wider experiences outside of the curriculum to broaden horizons.</p> <p>Recommended as part of the EEF Guide to Supporting School Planning, the importance of extra-curricular opportunities for disadvantaged students.</p>	<p>3 4 5</p>
<p>Contingency fund for acute issues</p>	<p>Based on prior experiences, we have identified a need to set aside a small amount of funding to respond quickly to needs not yet identified.</p>	<p>All</p>

**Total budgeted cost: £ 231,145.00**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

This details the impact that our Pupil Premium activity had on pupils in the 2020-2021 academic year.

The pandemic had an impact on the delivery of the school curriculum in 2020/21. Subject areas were disrupted to varying degrees and recovery plans were implemented. Our disadvantaged students were impacted due to partial closure, this meant at times that they were not able to benefit from all of our intended interventions and improvements to teaching that had been planned as part of the strategy. However, we maintained a high-quality curriculum for all subject areas via the use of Teams and live lessons. Covid-19 has had an impact on the full implementation of our Pupil Premium funded improvements. We were resolute in our ambition to maintain a high-quality online learning experience for our students. We made use of online platforms including Seneca, Oak National Academy and My Maths.

Our plans were adapted and as such a number of strategies occurred to support disadvantaged students through:

- The distribution of 130 laptops across the key stages to ensure that all students were able to access live lessons.
- Bespoke support available for the most vulnerable and their families.
- School-led tutoring programme and small group tuition additional support available for disadvantaged students across Key Stage Three and Four. Support was available in 8 different subject areas.
- Mini-Bede's was available for disadvantaged and families of key workers to attend school on a daily basis.

#### **Key achievements**

**More disadvantaged entered for EBacc subjects. Disadvantaged student performance in EBacc is increased.**

EBacc entry was 42.5%, which was higher than the previous year (32.6%). The average EBacc points score for PP increased from 3.46 to 4.09 from 2020 to 2021. The percentage of PP students achieving a strong pass EBacc increased from 15.2% to 17.5%.

**Reduce the attendance gap between PP and non-PP students.**

The gap between PP attendance and non-PP attendance decreased by 0.3% (3.9% to 3.6%) from 2019/20 to 2020/21.

**More students will make or exceed expected progress in English and Maths at the end of KS4.**

A8 for PP students increased from **4.5** in 2019 to **5.2** in 2021.

4+ Eng/Ma for PP students improved from **52%** in 2019 to **71%** in 2021.

**Year 7 students starting St Bede’s with low levels of attainment impacting on reading ability**

Standardised reading assessments on entry to Year 7 this year indicate that our disadvantaged pupils arrive 1 year and 5 months behind their peers on average. Our Year 8 disadvantaged students improved their average reading age by 10 months from the start of Year 7.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. Disadvantaged students were particularly affected. Pupil Premium funding has been used to implement a new student support structure within St Bede’s to support all students further and the use of targeted interventions where required. This has been encompassed in our new strategy document.

## 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
Accelerated Reader	Renaissance Learning
Fresh Start	Read Write Inc
GL Assessments	GL

## 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.*