

# Pupil premium strategy statement- St Bede's Catholic School, Lanchester

This statement details our school's use of pupil premium to help improve the attainment of our disadvantaged pupils for 2021-2024.

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	1220
Proportion (%) of pupil premium eligible pupils	20%
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 2022
Date on which it will be reviewed	November 2023
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	£ 214,730.00
Recovery premium funding allocation this academic year (2022-2023)	£ 60, 444
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	£275,174.00

# 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. 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, irrespective of their background. 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. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension. 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.

## 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>Our assessments and observations show that our Pupil Premium students are more likely to have a Tier 2 and Tier 3 vocabulary deficit and reading comprehension issues. As such, we would like to improve reading comprehension and decoding strategies across the curriculum for disadvantaged pupils, especially in Key Stage Three to help to access all aspects of their curriculum. Standardised reading assessments on entry to Year 7 this year indicate that our disadvantaged pupils arrive 1 year and 1 month behind their peers on average. This impacts upon their progress in all subject areas.</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, History, 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 at St Bede's achieved 0.53 grades lower than their peers in 2022.</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 2.4 to 3.9% lower than for non-disadvantaged pupils. Many are at risk of falling into the 'persistent absenteeism' category.</p> <p>Our assessments, discussions and observations have identified social and emotional/self-confidence issues for more of our disadvantaged students than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.</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. Some students lack background knowledge of the world around them and have less clarity around career goals and how to achieve them, compared to non-disadvantaged.</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. We track student involvement with extra-curricular and seek to reduce obstacles that might prevent students from taking part in extra-curricular activities.</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>Students with a reading age of under nine years old are assessed for support initially for Read Write Inc to support with decoding.</p> <p>Students arriving in Year 7 not Secondary Ready will have support with their reading comprehension skills through additional literacy lessons and Achieve 3000.</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 enter the English Baccalaureate (EBacc). Between 2019-2022, this figure has increased from 32.6-43.8%.</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>In 2019 the P8 gap between PP and non-PP was 0.09. This gap has widened during the 2022 exam period. The current P8 gap in 2022 between PP and non-PP is 0.78. The aim is to reduce this figure so there is no gap between the two cohorts by 2024.</p> <p>Intervention programmes are utilised strategically to improve the attainment of disadvantaged students.</p> <p>Staff CPD and training (including the Great Teaching Toolkit) is 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. We have extended support for this to Year 10 and 11 in 2022/23.</p>
<p>Challenge 3- Pupil Engagement and wellbeing</p>	<p>Overall attendance and persistent absence rates to be above rates nationally. We have invested in A Star Attendance to monitor pupil engagement. This also allows for timely parental communication.</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>• Students have access to a trained counsellor if required and there is support available from the School Chaplain. We have two dedicated Welfare Managers to support students that require additional support.</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 0% classified as NEETs through an established and aspirational careers programme.</li> <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 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. E.g. The Turing Scheme</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</p>

	<p>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> <p>A Star Attendance also allows for timely parental communication.</p>
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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: £112,721

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>Great Teaching Toolkit (GTT)</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. Each staff member has completed a Foundation Course in the GTT and are focusing in on an individual teacher course.</p>	2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to</p>	<p>GL Tests at Year 7 and 8 for Maths and English</p> <p>Achieve 3000</p> <p>Accelerated Reader</p> <p>Standardised tests can provide reliable insights into the specific strengths and</p>	1 2

ensure assessments are interpreted clearly.	weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.	
Developing metacognitive and self-regulation skills in all students. Involving ongoing teacher training with an initial focus in Year 10 and 11 PSHE.	Year 10 and Year 11 students are involved in bespoke support linked to their independent learning techniques. Support for students to become more independent learners. EEF supports that metacognition strategies can increase progress by 7+ months.	2
Embedding 'St Bede's 9 Principles of Teaching'	Doug Lemov 'Teach Like A Champion' strategies are embedded across the curriculum. These include opportunities to enhance long-term memory through retrieval techniques, student-teacher relationships and opportunities for discussion.	2
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 launched from 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. Wiliam 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. 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: £84,031

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve 3000	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text and this is 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>1 2 3 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. We have extended the use for Accelerated Reader to Year 9.</p>	<p>1 2 3 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 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 2 3 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>	1 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78,422

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>A Star Attendance</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>	3 4 5
<p>Student Support Team (Involvement with external agencies)</p> <p>Welfare Managers</p> <p>Year Leaders</p> <p>Assistant Year Leaders</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>	3 4 5

Directors of Student Support SENDCO School Medical Officer Student Support Officer DHT for Student Support	Students are tracked and monitored closely. The team aim to gain a full understanding of the student and their family.	
Progression Manager	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.  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.  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.	4
PSHE Curriculum Holistic view of the child focusing upon developing resilience, understanding of physical and mental health.	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.	3 4
Resources (uniform, revision guides, music lessons etc)	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.	1 2 3 5
School counsellor and listening service  Emotional and mental health support for students.  Y11 Parents' Information Evening- Wellbeing focus	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.'  Pupils also report an increased motivation for school and schoolwork. PHE report on "The link between pupil health and wellbeing and attainment" also supports this strategy as having a positive impact.	3

Durham Resilience Project Action Plan PSHE	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.	
Engagement with parents/carers via School Gateway, documentation, social media platforms, information evenings and Parents' Evenings.	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.	5
Structured and extensive cross-curricula extra provision opportunities  After school clubs Summer Schools Trips-local, national and international Cyber First The Brilliant Club University Visits Careers Programme of Visits 'Knit and Natter' group	Opportunities for students to gain wider experiences outside of the curriculum to broaden horizons.  Recommended as part of the EEF Guide to Supporting School Planning, the importance of extra-curricular opportunities for disadvantaged students.	3 4 5
Contingency fund for acute issues	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.	All

**Total budgeted cost: £ 275,174.00**

## 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 2021 to 2022 academic year.

#### **2021-22 Update**

This details the impact that our Pupil Premium activity had on pupils in the 2021-2022 academic year. As documented within our Pupil Premium strategy, we have implemented strategies across all elements of the tiered approach.

#### **Teaching and Learning Strategies**

Pupil premium students have been high profile for all staff as part of our whole-school and departmental monitoring processes. Class teachers have knowledge of the students under their care to adapt their teaching and learning strategies to best support individual learners through targeted homework, questioning, focused feedback and their engagement with CPD. As a staff body, we have focused on the use of least invasive techniques underpinned by 'Teach Like a Champion' strategies from Doug Lemov. All staff have also engaged with a Foundation Course via the Great Teaching Toolkit delivered by Evidence Based Education. The staff body have a range of techniques to be able to deploy to support and engage our most vulnerable learners. Our students have experienced a broad and balanced curriculum with our EBacc entry at 43.8%, which was higher than the previous year (42.5%). Students have been able to flourish, and this has led to the continuation of our teaching and learning approach to the strategy.

#### **Small Group Intervention**

Targeted academic support strategies have been offered to our Pupil Premium students. We have implemented a Trust Tutoring Programme. We have been able to deliver tutoring across eight different subject areas across year group. We have seen improvements in our 4+ English and Maths for PP students improved from 52% in 2019 to 59% in 2021. Through reading interventions, we have been able to demonstrate improvement. Standardised reading assessments on entry to Year 7 this year indicate that our disadvantaged pupils arrive 1 year and 1 month behind their peers on average. Our Year 8 disadvantaged students improved their average reading age by 9.2 months from the start of Year 7. We are continuing to increase capacity to strengthen our small group intervention with bespoke in school tutors for both Maths and English within the school timetable.

#### **Wider Strategies**

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.

Students felt supported during their exam period through Mindfulness strategies that were employed to support well-being and the range of bespoke support that was offered both within the school timetable and after school. Some students have found the adjustment from lockdown to school life a challenge. As such, attendance is improving but remains a focus for improvement. The gap between PP attendance and non-PP attendance decreased by 0.45% (2.9% to 2.45%) from 2020/21 to 2021/22. We have adjusted our strategy with the inclusion of A Star Attendance to further support students with regards to their attendance.

## 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning
Fresh Start	Read Write Inc
GL Assessments	GL
Achieve 3000	McGraw Hill

## 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.*