

# **Pupil Premium Statement**

**2020/21 Spend Review**  
**2021/22 Proposed Spending**

## 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 students.

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 RC High School
Number of pupils in school	1072
Proportion (%) of pupil premium eligible pupils	28
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Mr D. Milton (Headteacher)
Pupil premium lead	Miss N. O'Toole
Governor / Trustee lead	Mrs D. Dudgeon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,748.96
Recovery premium funding allocation this academic year	£35,888
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	£315,636.96

## Statement of Intent

Our aim is to use pupil premium funding to help us to achieve and sustain positive outcomes for our disadvantaged students. Our intention is that all students, irrespective of their background or the challenges they face, make good progress achieve high attainment across the curriculum and are prepared for life beyond school. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal by addressing the immediate gaps across the curriculum and as a result of covid-19 missed learning, through the implementation of effective strategies. We will consider the challenges faced by vulnerable students and focus on school attendance as we believe pupils need to be attending school regularly in order for any of the strategies to have any impact. Our Pupil Premium Plan aims to address all the main barriers our pupils face and through rigorous tracking, careful planning and regular evaluation, provide our pupils will the opportunity to achieve both academic and social competence.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance during the pandemic has been in line with or better than national comparators that are available through DFE &amp; FFT Aspire tracking. However, the attendance of disadvantaged students is below that of non-disadvantaged students and therefore a barrier to learning. Our internal monitoring and assessments indicate that our DA pupils who are classed as persistently absent, underachieve. Prior to covid-19, PP overall attendance was 91.3% and there was a gap of 3.8%. PP persistent absence was 24.5% and there was a gap of 17%. Our current year 11 is a high priority.</p> <p>There is also a gap between our disadvantaged pupils and non-disadvantaged pupils with regards to punctuality. Prior to covid-19, 16.2% of disadvantaged pupils were classed as persistently late. Similarly, this negatively affects learning as well as social success in the future.</p>
2	<p>KS2 data shows that our pupils arrive in Year 7 with lower literacy and numeracy ability than that of non-disadvantaged pupils – 41% of our disadvantaged pupils came with below average scores in either numeracy, literacy or both. Literacy in particular will impact their progress in all areas of the curriculum.</p>
3	<p>Whilst our NEET figures are below 1%, internal monitoring shows that our disadvantaged pupils require more support when accessing and applying for post-16 placements. Covid-19 hindered education, employment and training taster opportunities which have previously</p>

	proven to motivate our disadvantaged pupils. This will be an area of focus in 2021/22.
4	Our 2021 GCSE results showed a 14% gap between disadvantaged pupils and non-disadvantaged pupils who achieved grades 5-9 in English and maths. There was a gap of 11% for those achieving grades 4-9.
5	GCSE results and current internal assessments prove that there is an achievement gap between disadvantaged and non-disadvantaged pupils across most subject areas.
6	Through observations and communication with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
7	Disadvantaged pupils are more at risk of not attending school and or achieving their potential due to lack of uniform and equipment, parental engagement, particularly in relation to Covid-19
8	Prior to Covid-19, data showed that disadvantaged pupils were more at risk of exclusions (4.5% of cohort) which is a gap of 2.7% compared to their peers. 4.9% of disadvantaged pupils were classed as persistently removed from lessons and/or involved in behaviour incidents which is a gap of 3.4%.

## 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
Improved attendance and punctuality	<ul style="list-style-type: none"> <li>• Reduced overall attendance gap between disadvantaged and non-disadvantaged pupils (no more than 2.5%)</li> <li>• Reduction in the percentage of disadvantaged pupils classed as persistently absence (no more than 10%)</li> <li>• Overall attendance rate of disadvantaged pupils being above the national average</li> <li>• Improved punctuality rates for disadvantaged pupil (no more than 10% pupils classed as persistently late)</li> </ul>

Improved literacy and numeracy scores for disadvantaged pupils by the end of KS3	<ul style="list-style-type: none"> <li>• Improvement in the number of pupils achieving expected grades in English and maths</li> <li>• An improvement in the number of disadvantaged pupils reading at their expected chronological ages</li> </ul>
To ensure all disadvantaged pupils have a career path and have secured an education, employment or training placement by the end of Year 11	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils have secured a place at an education, employment or training provider</li> </ul>
To improve GCSE English and maths outcomes for disadvantaged pupils	<ul style="list-style-type: none"> <li>• GCSE outcomes show that the gap is minimal (if at all) between disadvantaged and non-disadvantaged pupils across all subject areas</li> </ul>
To improve GCSE outcomes for disadvantaged pupils in all other curriculum areas	<ul style="list-style-type: none"> <li>• GCSE outcomes show that the gap is minimal (if at all) between disadvantaged and non-disadvantaged pupils across all subject areas</li> </ul>
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<ul style="list-style-type: none"> <li>• Observations and communication with pupils and families</li> <li>• NEET figures</li> </ul>
To reduce the number of exclusions and behaviour incidents for disadvantaged pupils and to ensure they have access to a meaningful and suitable education	<ul style="list-style-type: none"> <li>• Qualifications</li> <li>• Exclusion data – less than 3%</li> <li>• Removal data – less than 3.5%</li> </ul>
To encourage parental engagement To ensure all disadvantaged pupils are fully equipped and have the essentials to help them access school	<ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Improved progress</li> <li>• Improved parental engagement</li> </ul>

## 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.

## 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: **£78,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers in English and maths to create smaller class sizes in KS4  Creation of additional tutoring opportunity in KS4 Prep groups	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4
CPD opportunities for all staff: <ul style="list-style-type: none"> <li>• National College</li> <li>• The Key</li> <li>• School-led</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</a>	2, 3, 4, 5, 7
Retention of teaching staff to maintain smaller class sizes in KS3 lower ability groups	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2

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

Budgeted cost: **£50,000.00**

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

<p>HLTA hours allocation to provide intervention and catch up sessions</p>	<p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 4, 5</p>
<p>Rebrand and launch of school library</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2</p>
<p>Engaging with the National Tutoring Programme 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.</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:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 4, 5</p>
<p>Targeted school-led tutoring for disadvantaged pupils across all curriculum subjects</p>		<p>2, 4, 5</p>

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

Budgeted cost: **£187,636.96**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Alternative curriculum opportunities</p> <ul style="list-style-type: none"> <li>• External Provision</li> <li>• Alternative Curriculum within school</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/c2/c2d13e94-44cb-4f2f-af07-fb663049e5a4.pdf">https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/c2/c2d13e94-44cb-4f2f-af07-fb663049e5a4.pdf</a></p>	3, 7
<p>Increased contact with parents:</p> <ul style="list-style-type: none"> <li>• Analysis of parents evening attendance and targeted families</li> <li>• Pastoral focus on engaging families</li> <li>• Creating positive experiences within school for pupils and families</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	8
<p>Main focus on attendance of pupils:</p> <ul style="list-style-type: none"> <li>• Regular communication</li> <li>• Priority focus for all pastoral teams</li> <li>• SLT lead</li> <li>• Home visits</li> </ul>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1, 2, 3, 4, 5, 6, 7



<ul style="list-style-type: none"> <li>• Incentives</li> <li>• Whole school focus</li> </ul>		
Providing the essential resources for pupils for all aspects of school life	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform</a>	1, 6, 8
Implementing a new behaviour management	Internal data shows that disadvantaged pupils are more at risk of being removed from lessons and/or excluded thus impacting on their learning opportunities	7
Prioritising careers opportunities for disadvantaged pupils	<a href="https://educationendowmentfoundation.org.uk/news/million-pound-fund-to-find-out-how-best-to-boost-career-prospects-for-disad?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=neet">https://educationendowmentfoundation.org.uk/news/million-pound-fund-to-find-out-how-best-to-boost-career-prospects-for-disad?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=neet</a>	3, 6
Covid-19 Recovery	<a href="http://www.stbedesblackburn.com/wp-content/uploads/C19-Catch-up-strategy-21-22.pdf">http://www.stbedesblackburn.com/wp-content/uploads/C19-Catch-up-strategy-21-22.pdf</a>	8
Post LAC Pupil Premium		All
Contingency budget	Responding to the needs of pupils as they arise	All

**Total budgeted cost: £315,636.96**

## 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.

Undoubtedly, the impact of covid-19 has been significant for all pupils but as evidenced nationally, partial closures were most detrimental to disadvantaged pupils. Some of the intended teaching and targeted interventions were not possible and we continuously reviewed possible improvement strategies during closures and on pupils' return to school.

Due to the impact of covid-19 closures, pupils were awarded CAGs and therefore not comparable to previous years and/or other schools. Nevertheless, SISRA data indicates that pupil outcomes were in line with previous years:

- 38.2% achieved grade 5-9 in English and maths
- 67.6% achieved grade 4-9 in English and maths
- 11.8% achieved standard EBacc pass

Some of proposed impact strategies were still effective during school closures:

- Reducing class sizes which still benefited pupils during school closures. It allowed increased interaction and also encouraged pupil engagement.
- Pupils were still educated through Alternative Provision
- Pastoral/Child Welfare Officers focussed on the well-being of disadvantaged pupils and encourage engagement in remote learning.
- Resources for remote learning were provided and, in some instances delivered to homes.
- Careers opportunities were still implemented remotely and our careers co-ordinator focussed heavily on ensuring all disadvantaged pupils had secure post-16 placements.

When school reopened, it was evident that our disadvantaged pupils' mental health and wellbeing, behaviour, attendance and attainment/progress had been negatively impacted. Funding was used in the following ways:

- Pastoral/Child Welfare/SLT lead – interventions and remodelling of the pastoral structure
- Attendance focus – home visits/family support and SLT lead – this was consistently in line or above national average
- Referrals to various external providers
- Targeted interventions across all subject areas in KS4
- Literacy and numeracy interventions across KS3
- Resources/equipment and uniform provided
- ICT provision for pupils in school

Our current attendance data shows that our disadvantaged pupils are in line with or above the national average for all pupils which suggests that our ongoing strategies are effective.

[https://analytics.fft.org.uk/t/Aspire/views/E\\_Secondary\\_Attendance\\_Tracker\\_2122\\_School/Summary/notoole@stbedesblackburn.com/b2268548-0a59-4245-b658-fb0aec3d43f5?:display\\_count=n&:showVizHome=n&:origin=viz\\_share\\_link&:embed=y&:device=desktop](https://analytics.fft.org.uk/t/Aspire/views/E_Secondary_Attendance_Tracker_2122_School/Summary/notoole@stbedesblackburn.com/b2268548-0a59-4245-b658-fb0aec3d43f5?:display_count=n&:showVizHome=n&:origin=viz_share_link&:embed=y&:device=desktop)

## 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
Every Action has a Consequence	EAHC
RSE – Sexual health and healthy relationship	Brook
CEIAG – 1:1 careers advice	New Directions