

**Pupil Premium Statement**

**2021/22 Spend Review**

**2022/23 Proposed Spending**

**Pupil Premium Strategy Statement**

 This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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**

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| Detail | Data |
| School name | St Bede’s RC High School |
| Number of pupils in school  | 1058 |
| Proportion (%) of pupil premium eligible pupils | 29.8 |
| Academic year/years that our current pupil premium strategy plan covers  | 2022/23 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | April 2023 |
| Statement authorised by | Mr D. Milton (Headteacher) |
| Pupil premium lead | Mr A. Lloyd |
| Governor / Trustee lead | Mrs D. Dudgeon |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £251,100 |
| Recovery premium funding allocation this academic year | £71,848 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £322,948 |

## Statement of Intent

Our aim is to use pupil premium funding to help us to achieve and sustain positive outcomes for our disadvantaged students. At St Bede’s RC High School, we firmly believe that all pupils have an entitlement to achieve their potential whatever their circumstances. As a school we will provide opportunities to break through barriers, increase resilience and place inclusivity at the heart of all we do. As the leadership of the school, we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed.

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 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.

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| Challenge number | Detail of challenge  |
| 1 | Attendance has consistently been in line with or better thannational comparators that are available through DFE & FFT Aspiretracking. 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. There is also a gap between our disadvantaged pupils and non-disadvantaged pupils with regards to punctuality which inevitably causes disruption to learning and hinders achievement. <https://files.eric.ed.gov/fulltext/ED594391.pdf>  |
| 2 | Reading across the Curriculum |
| 3 | 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.. |
| 4 | Whilst above National Average, our 2022 GCSE results reveal an in-school gap between disadvantaged pupils and non-disadvantaged pupils who achieved grades 5-9/4-9 in English and maths.  |
| 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. |
| 8 | Behaviour – permanent exclusions, suspensions, internal exclusions, removals from lessons. |

## 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.

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| Intended outcome | Success criteria |
| Improved attendance and punctuality | * Reduced overall attendance gap between disadvantaged and non-disadvantaged pupils.

Aims:* To be above the National Average
* To reduce the in school gap (less than 3%)
* Reduction in the percentage of disadvantaged pupils classed as persistently absence

Aims:* To be above the National Average
* In school gap to be less than 10%
* Improved punctuality rates for disadvantaged pupil

Aims:* In school gap to be no more than 5%
* Less than 10% of DA pupils classed as persistently absent
 |
| Reading across the curriculum | * An improvement in the number of disadvantaged pupils reading at their expected chronological ages
* Pupils comfortable with subject specific vocabulary and meanings
* Improvement in reading participation and outcomes for boys
 |
| To ensure all disadvantaged pupils have a career path and have secured an education, employment or training placement by the end of Year 11 | * 100% of disadvantaged pupils have secured a place at an education, employment or training provider
 |
| To improve GCSE English and maths outcomes for disadvantaged pupils | * GCSE outcomes show that the gap is minimal (if at all) between disadvantaged and non-disadvantaged pupils across all subject areas
 |
| To improve GCSE outcomes for disadvantaged pupils in all other curriculum areas | * GCSE outcomes show that the gap is minimal (if at all) between disadvantaged and non-disadvantaged pupils across all subject areas
 |
| Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. | * Observations and communication with pupils and families
* NEET figures
* DA pupils involved in extra-curricular opportunities
* Improved confidence, self-esteem and resilience
 |
| To reduce the number of suspensions, exclusions and behaviour incidents for disadvantaged pupils and to ensure they have access to a meaningful and suitable education  | * Qualifications
* Exclusion data – less than 3%
* Removal data – less than 4%
 |
| To encourage parental engagementTo ensure all disadvantaged pupils are fully equipped and have the essentials to help them access school | * Improved attendance
* Improved progress
* Improved parental engagement through Parents’ Evenings and other school events
 |

## 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: **£189,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional teachers in English and maths to create smaller class sizes in KS4Creation of additional tutoring opportunity in KS4 Prep groups | Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  | 2, 4, 5 |
| CPD opportunities for all staff:* National College
* The Key
* School-led
 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> <https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf>  | All |
| 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<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  | 2, 4, 5 |
| The launch of an Alternative Curriculum Programme | Identified pupils who could be successful on vocational courses and adapting a curriculum that suits their ability and skill set.<https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf> <https://www.nacro.org.uk/campaigns-policy-and-research/learn-without-limits/blog-the-16-19-disadvantage-gap-shows-where-targeted-support-is-needed/> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition><https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better>  | 1, 3, 4, 5, 6, 7, 8 |
| Improving reading across the curriculum – courses for designated lead. CPD sessions for whole school.* Additional Literacy lessons in Year 7
* Whole school reading focus during registration (Prep)
* Curriculum focussed reading
* Year 6 literacy link with feeder primary schools
 | <https://readingwise.com/> <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf> <https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-interventions-full.pdf>  | 2, 4, 5 |
| CPD to all staff on the effective use of support staff | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  | 2, 4, 5, 8 |

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

Budgeted cost: **£33,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| HLTA hours allocation to provide intervention and catch up sessions | Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 2, 4, 5 |
| Reading across the curriculum* Whole school reading focus during registration (Prep)
* Curriculum focussed reading
 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies><https://www.teachingexpertise.com/articles/reading-across-the-curriculum/> <https://readingwise.com/> <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf> <https://www.theguardian.com/education/2016/oct/22/the-truth-about-boys-and-books-they-read-less-and-skip-pages> | 2, 4, 5 |
| 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. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2, 4, 5 |
| Targeted school-led tutoring for disadvantaged pupils across all curriculum subjects | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2, 4, 5 |

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

Budgeted cost: **£**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Alternative curriculum opportunities* External Provision
* Alternative Curriculum within school
 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> <https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/c2/c2d13e94-44cb-4f2f-af07-fb663049e5a4.pdf> <https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better>  | 1, 3, 4, 5, 6, 7, 8 |
| Increased contact with parents:* Analysis of parents evening attendance and targeted families
* Pastoral focus on engaging families
* Creating positive experiences within school for pupils and families
 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  | 1, 3, 4, 5, 7, 8 |
| Main focus on attendance of pupils:* Regular communication
* Priority focus for all pastoral teams
* SLT lead
* Home visits
* Incentives
* Whole school focus
* Access Room
 | <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> A provision to bridge the gap between school refusers and mainstream school. | 1, 3, 4, 5, 7 |
| Mental health and well-being:* Kooth training
* Access Room
* School focus on well-being
 | To provide support within school to ensure pupils are healthy, happy, safe and attending school. | 1, 4, 5 |
| Providing the essential resources for pupils for all aspects of school life | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform>  | 4, 5, 6, 7 |
| Prioritising careers opportunities for disadvantaged pupils | <https://educationendowmentfoundation.org.uk/news/million-pound-fund-to-find-out-how-best-to-boost-career-prospects-for-disad?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=neet> <https://www.nacro.org.uk/campaigns-policy-and-research/learn-without-limits/blog-the-16-19-disadvantage-gap-shows-where-targeted-support-is-needed/> <https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better>  | 3 |
| Outdoor Education (Sporting NRG) * Providing outdoor educational opportunities.
 | <https://www.frontiersin.org/articles/10.3389/fpubh.2022.877058/full> <https://www.lotc.org.uk/outdoor-learning-has-huge-benefits-for-children-and-teachers-so-why-isnt-it-used-in-more-schools/>  | 1, 6, 7, 8 |
| Commando Joe’s Education Provision |  <https://commandojoes.co.uk/><https://commandojoes.co.uk/impact-research/>  | 1, 6, 7, 8 |
| Department budgets and staff leads for PP | Each department has a PP lead and an appraisal target linked to the responsibility of managing a budget and ensuring their department provides appropriate support to pupils in receipt of PP. | 2, 4, 5, 6 |
| Covid-19 Recovery | <http://www.stbedesblackburn.com/wp-content/uploads/C19-Catch-up-strategy-21-22.pdf>  | ALL |
| Contingency budget | Responding to the needs of pupils as they arise | All |

**Total budgeted cost: £100, 948**

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.

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| **Challenge 1: Attendance**Undoubtedly, the impact of covid-19 still has a significant impact on all pupils. Attendance still remains a ‘challenge’ at St Bede’s but overall, attendance figures are above the national average by nearly 1%.School attendance for Pupil Premium – 85.8% (July 2021 – July 2022)National average for Pupil Premium – 84.9% (+1.1%)<https://my.fft.org.uk/app/analytics/attendancetracker/41583/reports/tableau-secondary-archived> Current strategies have been reviewed and new ones implemented* Access Room
* Additional Pastoral Support
* Revised procedures and strategies
* Alternative Curriculum

**Challenge 2: Lower literacy/numeracy KS2 levels**Awaiting data/information**Challenge 3: NEET**Our disadvantaged pupils are prioritised for 1:1 New Directions Careers Guidance meetings to allow both our external careers agency and our school Careers Coordinator to work with pupils to ensure they have post-16 pathways. Pupils have also been prioritised for the numerous careers visits that have taken place to work places, colleges and universities. Post-16 providers deliver regular ‘drop-in’ sessions at school and pupils are guided to gain knowledge about the opportunities available. Additionally, workshops have been provided to teach the skills needed to apply for employment. As from October 2022, two disadvantaged pupils were classed as NEET but both our School Careers Coordinator and New Directions have continued to support them.**Challenge 4: GCSE English and mathematics results** * 38% achieved grade 5-9 in English and maths (in-school gap -14%)
* National Average – 33% (+ 5%)
* 62% achieved grade 4-9 in English and maths (in-school gap -16%)
* National Average – 53% (+ 9%)
* 22% achieved standard EBacc pass (in-school gap – 20%)
* National Average – 16% (+ 8%)
* Progress 8 = -0.22
* National Average = -0.4

**Challenge 5: GCSE results (all subject areas)** In the majority of subjects, the gap was minimal and in some areas, disadvantaged pupils performed better the non-disadvantaged peers.[file://sbbfile01/staffdata$/sferguson/Documents/Downloads/SuperPdf%2020221213-09\_35.pdf](file://sbbfile01/staffdata%24/sferguson/Documents/Downloads/SuperPdf%2020221213-09_35.pdf) **Challenge 6: Cultural Capital**Following the lifting of Covid-19 restrictions, numerous opportunities and excursions have taken place including trips to the theatre, colleges, universities and various employment places in the local area. Additionally, disadvantaged pupils have been funded to attend any trips linked to curriculum areas.**Challenge 7: Equipment, uniform and parental engagement**Our school have a designated ‘uniform’ room with both new and recycled items that are provided to pupils in need. In addition, a ‘Uniform recycling’ event was held at school (outside of school hours) to allow families to obtain uniform items at no cost.Six members of staff attended CAF training to allow further support for families.An additional member to the School Pastoral Team was employed.**Challenge 8: Exclusions/Suspensions**3.5 % of the school population received a suspension. The national figure for 2020-2021 was 4.5 %.The percentage of disadvantaged pupils was 1.9% and 1.6% for non-disadvantaged pupils. |

## Externally provided programmes

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| Programme | Provider |
| RSE – Sexual health and healthy relationship | Brook |
| CEIAG – 1:1 careers advice  | New Directions |
| No more Knives | The Message Trust |