



Pupil Premium Statement

2022-23 Spend Review
2023-24 Proposed Spending

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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.

School overview

Detail	Data
School name	St Bede's RC High School
Number of pupils in school	1063
Proportion (%) of pupil premium eligible pupils	21.58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Mr D. Milton (Headteacher)
Pupil premium lead	Mr A. Lloyd (Assistant Headteacher)
Governor / Trustee lead	Mrs D. Dudgeon (Foundation Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,055.00
Recovery premium funding allocation this academic year	£52,164.00
Pupil premium (and recovery 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	£378,219.00

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 with the opportunity to achieve both academic and social competence.

As with every child in our care, a child who is in receipt of Pupil Premium Funding is valued, respected and entitled to develop to their full potential. At the heart of our approach our 3 key strands:

1. Quality first teaching which focus' on the needs of the individual learners and identifies where disadvantaged pupils may need greater levels of support.
2. A curriculum which is designed to provide opportunity and access so that disadvantaged pupils are expected and able to reach their full potential.
3. An enrichment programme and extra-curricular opportunities which are accessible to disadvantaged pupils which encourages the development of cultural capital, resilience and personal development.

We ultimately believe that there is a whole school responsibility for the high academic and non-academic outcomes of our disadvantaged pupils and that we work together effectively as a school community to aim to achieve these.

Challenges

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

Challenge number	Detail of challenge
1	<p>Addressing attendance and punctuality.</p> <p>Attendance data shows disadvantaged students are below that of non-disadvantaged students and therefore a barrier to learning. Disadvantaged pupils have reduced punctuality records and there is a disproportionate amount of our persistent absentees which inevitably causes disruption to learning and achievement.</p>
2	<p>Improving reading access across the curriculum.</p> <p>Internal data of testing shows there is a gap in reading ages and comprehension skill between disadvantaged and their non-disadvantaged counterparts.</p>
3	<p>To sustain the low number of NEET pupils and ensure appropriate pathways are sought.</p> <p>Whilst our NEET figures are low, internal monitoring shows that our disadvantaged pupils require more support when accessing and applying for post-16 placements.</p>
4	<p>Raising attainment outcome for Disadvantaged Pupils.</p> <p>Disadvantaged pupils enter St Bede's with generally lower attainment levels than their peers. Results at GCSE show pupils leave in line with national average, our GCSE results reveal an in-school gap between disadvantaged pupils and non-disadvantaged pupils.</p>
5	<p>The provision of appropriate support for both social and emotional issues.</p> <p>Our pastoral data shows that disadvantaged pupils have a higher prevalence of social and emotional issues compared to non-disadvantaged pupils. These pupils access a higher proportion of pastoral support both from internal and external providers.</p>
6	<p>Increase participation in enrichment and extra-curricular activities for Disadvantaged Pupils to develop culture capital opportunities.</p> <p>A significant proportion of our disadvantaged pupils are reluctant to participate in school visits, residential trips, intervention and voluntary clubs and activities. 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.</p>
7	<p>Ensuring equitable access to equipment and educational resources.</p> <p>Parental and pupil conversations highlight the need for additional support in the provision of equipment, uniform, educational materials and transport services. Many disadvantaged pupils also have limited access to technology, which can inhibit their learning.</p>
8	<p>Raising behaviour standards and expectations.</p> <p>Our internal behaviour data indicates that disadvantaged pupils are over represented in behaviour incidents, removals from lessons and internal and external suspensions.</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
Addressing and improving attendance and punctuality of disadvantaged pupils.	<ul style="list-style-type: none"> • Ensuring a sustained attendance rate for all pupils above national average whilst narrowing the gap between the attendance of disadvantaged and non-disadvantaged pupils. • Reducing the number of disadvantaged pupils who have less than 90% attendance. An improvement in the attendance of 'hard to reach' persistent absentees. • Improved punctuality rates for disadvantaged pupils.
Improved reading standards and reading comprehension among disadvantaged pupils.	<ul style="list-style-type: none"> • An improvement in the number of disadvantaged pupils reading at their expected chronological ages, reducing the disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. • Specific pupils with additional reading needs receive the appropriate interventions and support. • Teachers use subject specific vocabulary more consistently across subjects. Pupils comfortable with subject specific vocabulary and meanings.
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"> • Disadvantaged pupils have secured a place at an education, employment or training provider. • Reduced number of NEET pupils.
Raised achievement for disadvantaged pupils across the curriculum at the end of KS4.	<ul style="list-style-type: none"> • Increased P8 score for disadvantaged pupils. Reduced gap between outcomes for disadvantaged and non-disadvantaged. • GCSE outcomes show that the gap is minimal (if at all) between disadvantaged and non-disadvantaged pupils across all subject areas. • Reduction in the proportion of disadvantaged pupils who remain below expected performance.
The provision of appropriate support for social and emotional issues for disadvantaged pupils.	<ul style="list-style-type: none"> • Increase and sustain high levels of wellbeing. This will be evidenced through student voice, parent evidence and head of year monitoring. • Data indicates that a significant majority of our disadvantaged pupils benefit from engaging with our enrichment and extra-curricular provision.

Increased participation in enrichment and extra-curricular activities for disadvantaged pupils.	<ul style="list-style-type: none"> Monitoring of uptake by disadvantaged pupils in enrichment and extra-curricular activities will allow greater level of targeted support to those pupils who currently do not engage. Strategies to encourage participation can be more effective and the overall success criteria being an increase in disadvantaged pupils becoming more involved in enrichment and extra-curricular activities.
Ensuring equitable access to equipment and educational resources.	<ul style="list-style-type: none"> Ensuring that all disadvantaged pupils have access to all items of equipment and resources which are considered necessary to provide full access to the curriculum. Evidenced through pupil voice parental surveys and pastoral logs.
Raise and Improve and sustain behaviour standards and expectations	<ul style="list-style-type: none"> Reduction in behavioural incidents and referrals from lessons by disadvantaged pupils. Reduction in suspensions by disadvantaged pupils. Improved attitude towards learning grades.
To encourage parental engagement	<ul style="list-style-type: none"> 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: **£217,724.56**

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

<p>Develop Quality Assurance Strategies to improve the amount of Quality First Teaching</p> <p>CPD opportunities for all staff:</p> <ul style="list-style-type: none"> • National College • School-led 	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring that every teacher is supported in delivering high quality teaching is essential for achieving the best outcome for all pupils, particularly the most disadvantaged amongst them'</p> <p>EEF Toolkit: High Quality Teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	All
<p>Additional teachers in English and maths to create smaller class sizes in KS4.</p> <p>Creation of additional tutoring opportunity in KS4 Prep groups.</p>	<p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 4, 8
<p>Recruitment, retention and professional development of high quality staff to ensure all pupils receive quality first teaching in the classroom. Maintain smaller class sizes in KS3 lower ability groups.</p>	<p>The EEF School Improvement Guidance Document details that high quality teaching maximises learning. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 4, 8
<p>The continued launch of an Alternative Curriculum Programme (second cohort introduced – now have both 10 and 11)</p>	<p>Identified pupils who could be successful on vocational courses and adapting a curriculum that suits their ability and skill set.</p> <p>https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf</p> <p>https://www.nacro.org.uk/campaigns-policy-and-research/learn-without-limits/blog-the-16-19-disadvantage-gap-shows-where-targeted-support-is-needed/</p>	1, 3, 4, 5,8

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better</p>	
<p>Developing a whole school approach to reading and literacy. In addition to existing literacy interventions. Every subject area shall develop opportunities for Oracy in the curriculum.</p>	<p>Disciplinary literacy is a proven approach to improving literacy across the curriculum. Teachers in every subject become responsible for teaching students how to read, write and communicate effectively in their subjects. We know that there can be as much as a 27% gap in the vocabulary between pupils whose parents are in the lowest quintile for earnings vs those in the top quintile.</p> <p>https://readingwise.com/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-interventions-full.pdf</p>	2, 4, 8
<p>Embedding the work of Literacy and Numeracy Coordinator to support who provide whole school cross curricular strategies to support reading and numeracy.</p>	<p>'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. EEF Improving Literacy guidance report (2019)</p>	2, 4, 8

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

Budgeted cost: **£53,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA hours allocation to provide intervention and catch up sessions	<p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 4, 5
Reading across the curriculum. Whole school reading focus during registration (Prep). Curriculum focussed reading	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.teachingexpertise.com/articles/reading-across-the-curriculum/</p> <p>https://readingwise.com/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://www.theguardian.com/education/2016/oct/22/the-truth-about-boys-and-books-they-read-less-and-skip-pages</p>	2, 4, 8
Targeted school-led tutoring for disadvantaged pupils across all curriculum subjects	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 4, 8

<p>To foster greater student engagement with out of lessons learning by providing personal study clubs, activities and support.</p>	<p>Personal Study (Homework) demerits are higher among disadvantaged learners than non-disadvantaged learners. Our disadvantaged learners have also requested personal study support in a quiet 2, 3, 4 6 space with access to computers, resources and support assistants. This “levels the academic playing field”</p> <p>https://www.ucl.ac.uk/ioe/news/2017/sep/poorer-pupils-get-less-help-homework-better-peers-study-finds</p>	1, 5, 6, 8
--	---	------------

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

Budgeted cost: **£62,560**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Alternative curriculum opportunities</p> <ul style="list-style-type: none"> • External Provision • Alternative Curriculum within school 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/c2/c2d13e94-44cb-4f2f-af07-fb663049e5a4.pdf</p> <p>https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better</p>	1, 2, 3, 4, 5, 8
<p>Increased contact with parents:</p> <ul style="list-style-type: none"> • Analysis of parents evening attendance and targeted families • Pastoral focus on engaging families • Creating positive experiences within school for pupils and families 	<p>Internal data has shown a reduction in attendance figures since the start of the pandemic, despite the offer of remote appointments. This has specifically affected more DP pupils. Year leaders and Pastoral Team calls will focus on parents/carers of DP pupils in the week before evenings to reduce barriers to non-attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 3, 4, 5, 6, 7, 8
<p>One to One Careers Support to support disadvantaged</p>	<p>Disadvantaged pupils are offered multiple opportunities to receive qualified independent careers advice. ‘Most young people have high aspirations for themselves. Ensuring that</p>	3, 4, 5, 6

<p>pupils and ensure that aspirational pathways can be supported</p>	<p>students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves' EEF Toolkit: Aspiration Interventions</p> <p>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</p> <p>https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better</p>	
<p>To improve attendance through student incentives and reduce persistent absenteeism</p> <ul style="list-style-type: none"> • Regular communication • Priority focus for all pastoral teams • SLT lead • Home visits • Incentives • Whole school focus <p>Access Room</p>	<p>An initiative that helped to improve attendance in the previous academic year was to monitor a targeted group of disadvantaged students, who are persistent absentees, and offer competitive incentives in the form of vouchers for positive attendance over time. Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1, 4, 5, 6
<p>Recruit additional pastoral support</p>	<p>"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centred approach. These assessments allow us to do this, as and when our students are ready."</p> <p>Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 4, 5, 7, 8
<p>Specific Wellbeing Teaching in the Personal Development Curriculum supported by Ethos Day activities.</p>	<p>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</p> <p>EEF Toolkit: Social and Emotional Learning</p>	1, 4, 5, 8

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	1, 4, 5, 7, 8
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, 4, 5, 6, 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.	4, 6, 7 8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: 333,284

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 2022 to 2023 academic year.

	Disadvantaged	Non-Disadvantaged
Cohort	63	144
Average Attainment 8	37.25	51.16
Average progress 8	-0.57	+0.20
% with 4+ E and M	57.1%	81.3%
% with 5+ E and M	27.0%	56.9%

% achieving the EBacc at 4+	23.8%	46.5%
------------------------------------	-------	-------

For 2023, the Attainment 8 score for our disadvantaged students was 37.25. The Progress 8 score for our disadvantaged pupils was -0.57.

The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 and for non-disadvantaged pupils it was 50.2. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Disadvantaged learners performed as we had expected with results in line with national attainment. Despite this there is still a large gap between disadvantaged and non-disadvantaged pupils within St Bede's.

In 2022/23 we have seen attendance of disadvantaged students at 87.8% compared to non-disadvantaged attendance of 92.5%. This follows trends from previous years and although the gap is closing it remains significant.

Challenges remain around mental health and wellbeing, with the need for intervention in these areas significantly increasing since the pandemic. More engagement with student voice will allow us to assess this need as the year progresses.

As the cost-of-living crisis continues, we have found that more families than ever have been asking for financial support for equipment, uniform and to subsidise the cost of educational excursions and schemes.

Externally provided programmes

Programme	Provider
RSE – Sexual health and healthy relationship	Brook
CEIAG – 1:1 careers advice	New Directions
No more Knives	The Message Trust
Outdoor education	NRG – Outdoor Education
Exam study skills	Exam Success
Mental Health support	CAMHS