

Pupil premium strategy statement – St Bede’s Catholic Voluntary Academy 2022-23

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	674
Proportion (%) of pupil premium eligible pupils	25.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	17 th November 2022
Date on which it will be reviewed	1 st March 2023
Statement authorised by	Ryan Hibbard
Pupil premium lead	Angela Karlsberg
Governor / Trustee lead	Rita Stapleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 152,675
Recovery premium funding allocation this academic year	£ 42,780
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 195,455

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

St Bede's Catholic Voluntary Academy believes that all students, irrespective of background should be able to access and engage with a high quality, knowledge-rich and demanding curriculum. The curriculum is built upon enabling students to access the next-steps of their education by having the right qualifications but also having the required knowledge to engage confidently in conversation and debate. This knowledge rich curriculum is broad so that all students are able to access not only the core subjects but also to understand key subjects such as Music, Drama, ICT, Art, Technology and Photography.

The Ebacc suite of qualifications (Maths, English, Science, History/Geography and French/German) is something that is at the fabric of the curriculum. The school ensures that at least 2/3 of all students study these qualifications. This enables students to study a broad but also traditional range of qualifications which enables students to succeed into further education.

St Bede's will use the funding to ensure that students in receipt of pupil premium funding can fully access this curriculum. This especially includes the opportunity to engage in reading and tier 3 (subject specific) vocabulary.

It is important that funding is also spent in order to support families to access education, this includes ensuring that students in receipt of pupil premium funding are supported and challenged to ensure that they have high aspirations in terms of attendance.

The Academy believes that routines for students are important, especially those identified as disadvantaged, and so therefore the Pupil premium funding is designed to enable disadvantaged students to benefit from positive behaviour routines to aid their learning and wider development.

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is on average lower than that of their peers. Assessments on entry in the last 3 years indicate that this gap is widening. In 2019 20% of disadvantaged pupils arrived below the age-related expectations compared to 36% in 2021 and 38% in 2022.</p> <p>CATS assessments on entry to year 7 in 2021 indicated that between 36% of our disadvantaged pupils arrive below age-related expectations compared to 18% of their peers. Whilst the SATs results in 2022 indicated that between 38% of our disadvantaged pupils arrive below age-related expectations compared to 20% of their peers.</p> <p>Subsequent internal and external assessments show that this gap remains during pupils' time at our school.</p>
2	<p>NGRT reading assessments with year 7 pupils on entry indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 43-50% of our disadvantaged pupils arrive below age-related expectations compared to 24-32% of their peers.</p> <p>Further to this, in 2021 CATs testing indicates that 21% of disadvantaged pupils arrive below the standard for SPAG compared to 12% of their peers.</p>
3	<p>Our attendance data for the last academic year indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils. This gap increased to 6% in the 2022.</p> <p>20% of disadvantaged pupils have been 'persistently absent' compared to 14% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Disadvantaged pupils may experience less structure, routine and increased challenges to their daily lives than their peers. This can lead to resistance within school when trying to implement the behaviour policy, which can then lead to the student presenting negative behaviours. Sometimes behaviours present themselves in organisational difficulties as well as SEMH needs too.</p>
5	<p>The school acknowledges the impact of COVID-19 on pupils both academically and with respect to their emotional well-being. Our observations and discussions with pupils and families have identified issues for many pupils, such as anxiety, loneliness, depression and low self-esteem. Those eligible for pupil premium are likely to have suffered more</p>

	<p>than most. Increased SEMH difficulties posed by COVID-19 have manifested themselves in behavioural, attendance and mental health difficulties.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects as well as fears about being in social communities.</p> <p>During the pandemic, teacher referrals for support markedly increased. Referrals were made to the school nursing team, e-clinic app and CAMHs.</p>
6	<p>The school is located in the most deprived quintile in the country. Inflation has been extremely high, currently in excess of 10%, whilst wage increases and benefits have not risen in line with this figure. Much of the inflation has been centred on food and as a result the school has concerns that some students are not having access to a good quality meal.</p> <p>Students who are currently in receipt of Free School meals are entitled to an allowance of £2.40, however some students choose to use some of this allocation to buy a slice of toast at break time or before school. As a result, they have insufficient funds at lunchtime to have a full meal. This can impact on their progress and behaviour.</p> <p>The Academy has also increased some costs that have been passed to parents such as educational visits. This will have a disproportioned impact on disadvantaged students.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on the number of pupils achieving 9-4 in both English and Maths.	By the end of our current plan in 2024/25, the academy will meet the FFT20 target for 9-4 and 9-5 in both English and maths.
Improved reading attainment amongst disadvantaged pupils.	<p>NGRT assessments at the end of Year 9 show that 90% of disadvantaged pupils met their age-related expectations.</p> <p>Librarian appointed and disadvantaged pupils utilising the library facility.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> 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 3%. <p>the percentage of all pupils who are persistently absent being below 10% and no difference between disadvantaged pupils and their peers.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a reduction in the number of staff referrals. A significant reduction in reported bullying incidents. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved behaviour for all pupils, outside of the classroom, including those who are disadvantaged.	<p>Sustained low levels of challenging behaviour from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> recorded behaviour data shows a reduction in the number of students that receive a B3 or B4. recorded behaviour data show a reduction in the number of students that receive a fixed term exclusion. <p>a reduction in the number of students who repeat negative behaviours.</p>
A greater number of disadvantaged students accessing a main meal at lunchtime.	<ul style="list-style-type: none"> To reduce the gap in the number of disadvantaged students accessing a main meal at lunchtime. Disadvantaged students still being able to access trips and extra-curricular activities.

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: £ 81,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality assurance of maths curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>CPD time given to sequencing the SOW, effective methods of prior assessment and sharing of teaching resources.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To continue to assess pupils' prior knowledge, to embed long term memory activities, to teach students strategies for problem solving and develop their mathematical knowledge.</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>CPD on whole school reading and teaching tier 2 and 3 vocabulary.</p> <p>Reintroduction of the library and the employment of a full-time librarian.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English and those with low level of vocabulary also impedes pupils wider life chances and mental health. word-gap.pdf (oup.com.cn)</p>	2

Employment of a primary school trained teacher to embed reading and writing skills for lower ability students		
---	--	--

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

Budgeted cost: £ 43,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement with the National Tutoring Programme to provide a small group tuition in English and Maths for Year 11 and 10 pupils in the most need. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Provide a range of online resources for students at KS4 to promote independent revision.</p>	<p>Tuition targeted at pupils' specific needs and addressing gaps in their knowledge is effective to support those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
<p>For those pupils identified as being below their expected reading age a tiered approach will be taken, which increases</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, extend their vocabulary and give them a greater access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2

<p>in intensity. NGRT assessments will be used to monitor the impact of interventions.</p> <p>Intervention is provided for pupils who need additional help to comprehend texts and address vocabulary gaps. A significant proportion of the pupils who are enrolled on this programme will be disadvantaged.</p> <p>In Years 7 and 8 classes sizes in English and Maths are kept small so that lower ability students can experience consistent staffing in lessons and intervention sessions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
--	--	--

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

Budgeted cost: £ 71,050

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>Staff will receive training and release time to develop and implement new procedures.</p> <p>Attendance/ support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3
<p>Increased pastoral support to support students to display more positive behaviours. Students are offered bespoke SEMH packages to reflect on behaviours and develop coping strategies when faced with potential barriers.</p> <p>Paul Carlisle will lead regular CPD sessions</p>	<p>Behaviour interventions seek to reduce challenging behaviours in school and in return improve attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Social and emotional learning seeks to improve pupils' decision-making skills and reflect on their interaction with others and self-management of emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4

<p>with staff on restorative justice, relationships and routines whilst working within the consequence system.</p> <p>The Academy will work with behaviour expert Tom Bennett on improving behaviour management techniques within the school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>The academy continues to buy in a counsellor /therapist to work with identified students on their SEMH, especially those who are in danger of underachieving.</p> <p>The academy will continue to fund a Solutions based programme for students experiencing behavioural difficulties.</p> <p>The SENCO and pastoral staff will receive training and release time to</p>	<p>Behaviour interventions seek to reduce challenging behaviours in school and in return improve attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Social and emotional learning seeks to improve pupils' decision-making skills and reflect on their interaction with others and self-management of emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>5</p>

<p>develop and implement strategies and resources for supporting pupils with mental health.</p> <p>A welfare officer has been appointed to work with students requiring SEMH support this academic year.</p> <p>The academy has invested in the TFTF in-school mentor scheme, to support students in building social and emotional resilience.</p>		
<p>The Academy to be part of the DfE National School Breakfast Programme. So that all disadvantaged students over time have access to breakfast.</p> <p>Funding to be available so that students who are disadvantaged can fully participate in school life and extra-curricular activities.</p>	<p>DFE National School Breakfast Programme: https://www.family-action.org.uk/content/uploads/2019/07/NSBP-Impact-report-v11-LOWRES.pdf</p> <p>This includes case studies from other schools.</p>	6

Total budgeted cost: £ 195,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall progress figures

The progress of disadvantaged students at St Bede's exceeds the national average, see Table 1. Both girls and boys have also performed higher than the national average. Disadvantaged boys at St Bede's have achieved, half a grade higher than students nationally (gap of +0.43).

Table 1: Progress figures

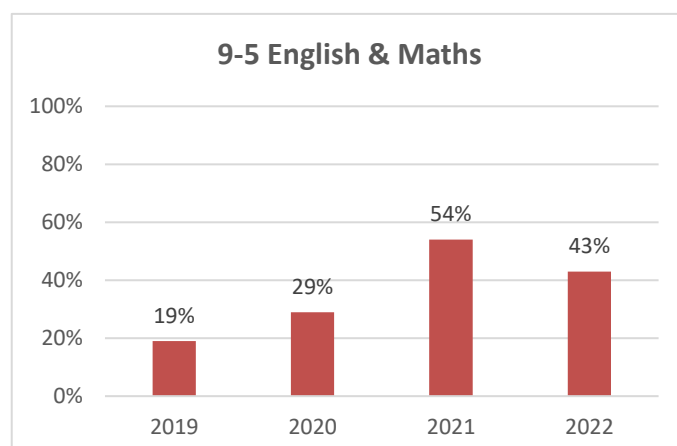
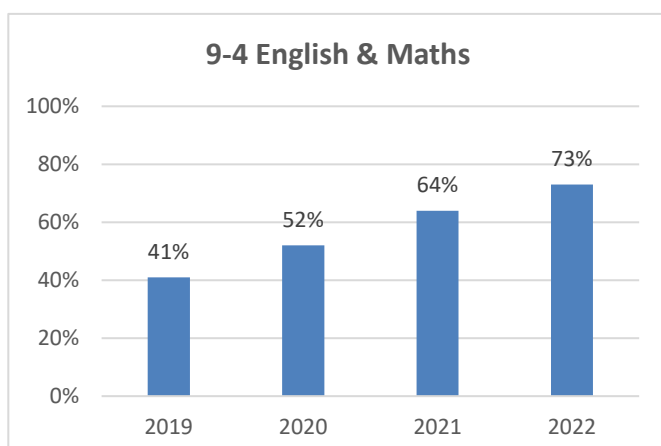
Progress 8	Total	Boys	Girls
St Bede's	-0.31	-0.35	-0.27
National average	-0.55	-0.72	-0.37

Note: 4 students do not have KS2 data are therefore are not included in the progress calculations.

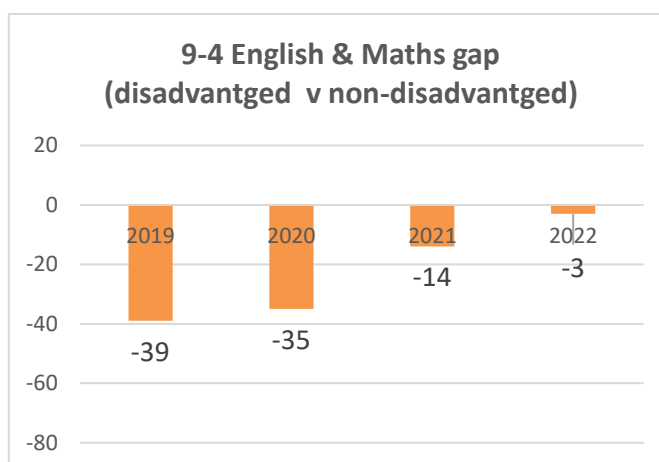
Overall headline figures

In 2022, three quarters of the disadvantaged students achieved 9-4 in both English and maths. This is in line with the FFT20 target of 70%. Furthermore, 43% of students achieved 9-5 in both English and maths against a target of 48%.

There is caution when comparing this year's results with the results from 2020 or 2021, because of the different methods of assessments. The government has also stated that results will be higher than those in 2019, broadly midway between 2021 and 2019. However, the percentage of disadvantaged students achieving 9-4 in both English & Maths exceeds the last 3 years, as seen below. The percentage of disadvantaged students achieving 9-5 in both English & maths exceeds the figures for 2019 and 2020.



Furthermore, the gap between disadvantaged and non-disadvantaged students achieving 9-4 in both English and maths has closed over the last 4 years.



Overall attainment headline figures

Table 2 shows the average grade per subject achieved in each bucket. For example, the average grade for disadvantaged students at St Bede's is 4.7 compared to 3.8 nationally. In all buckets, the disadvantaged students outperform disadvantaged students nationally. On average disadvantaged students at St Bede's achieved 1.4 grades higher, in mathematics than nationally.

Table 2: Disadvantaged students' average grade per subject in the attainment buckets.

	St Bede's	National average
Overall	4.7	3.8
English	4.9	4.2
Maths	5.0	3.6
EBacc subjects	4.4	3.5
Other subjects	4.5	3.8

Table 3 indicates that there is a only marginal difference between the average grade achieved in English and maths between disadvantaged and non-disadvantaged students.

Table 3: Disadvantaged versus non-disadvantaged students' average grade per subject in the attainment buckets.

	St Bede's Disadvantaged	St Bede's Non- disadvantaged
Overall	4.7	5.1
English	4.9	5.2
Maths	5.0	5.1
Ebacc subjects	4.4	4.9
Other subjects	4.5	5.2

Assess to the curriculum

Disadvantaged students have access to a full curriculum. The table 4 indicates the number of disadvantaged students that were entered for each subject.

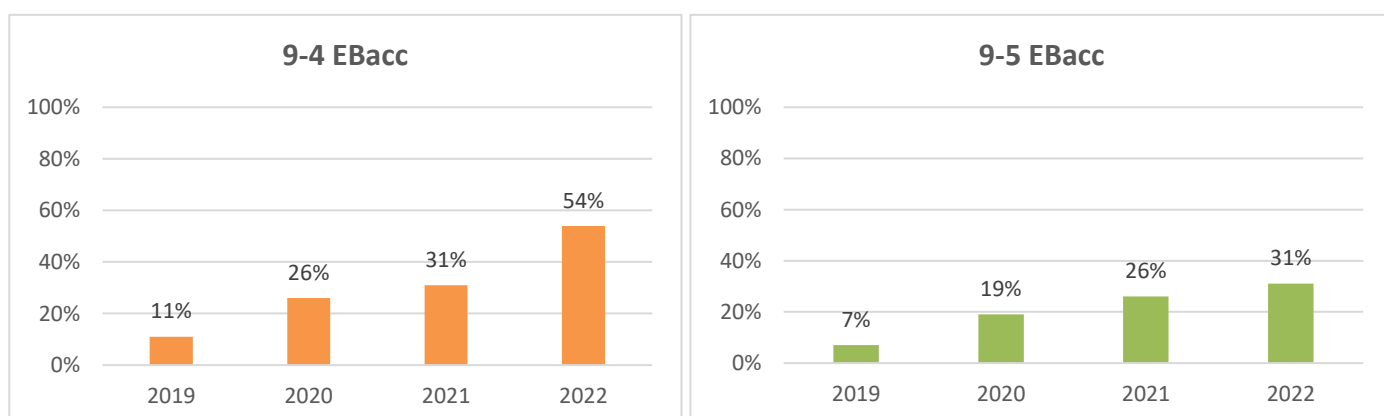
Table 4: Subjects entered at key stage 4

Subject	Qualifications	Pupils entered
Art & Design	GCSE	3
Biology	GCSE	6
Chemistry	GCSE	6
Drama	GCSE	5
Engineering	Technical award	10
English Language	GCSE	26
English Literature	GCSE	26
French	GCSE	4
Geography	GCSE	13
German	GCSE	14

History	GCSE	12
Hospitality & Catering	Technical award	2
ICT	Technical award	11
Maths	GCSE	26
Music	GCSE	5
Physical Education	GCSE	13
Physics	GCSE	6
Polish	GCSE	1
Religious studies	GCSE	26
Science: Double award	GCSE	20

Whilst only 38.7% of students nationally were entered for the EBacc this summer, which did not meet the governments ambition of 75%. 69% of disadvantaged students at St Bede's studied the EBacc suite of qualifications. Of which 69% of these students achieved 5 GCSEs or equivalents including English & Maths (9-4) and 38% of students achieved 5 GCSEs or equivalents including English & Maths (9-5).

The percentage of disadvantaged students in 2022, who have achieved 9-4 in the six slots in EBacc, exceeds the results of the last 4 years. This is also true for the percentage of students achieving 9-5 in all EBacc subjects showing the academies commitment to providing all students with the same opportunities.



Attendance

The attendance of disadvantaged students in the academy is lower than that of non-disadvantaged students (86.6% compare to 92.2%). However, the attendance of disadvantaged student across the academy is slightly above the national average for disadvantaged students. Attendance of both year 10 and 11 disadvantaged students is also above the national figures.

Table 5: Disadvantaged students attendance breakdown

	All	Year 7	Year 8	Year 9	Year 10	Year 11
St Bede's	86.6%	88.1%	86.3%	83.5%	86.95	88.5%
National	84.9%	88.1%	85.6%	83.9%	83.0%	82.5%
Difference	+1.7%	0%	+0.6%	-0.5%	+3.9%	+6.1%

Destination data

Table 6: Destination data for the 2022 cohort

6 th Form school	6 th Form college	FE college	Employment with training	Total into learning
7.7%	38.5%	50.0%	3.8%	100%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
LEXIA Level -Up	LEXIA