

# Pupil premium strategy statement – St Bede’s Catholic Voluntary Academy 2023-24

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	687
Proportion (%) of pupil premium eligible pupils	28.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years
Date this statement was published	20 <sup>th</sup> December 2023
Date on which it will be reviewed	1 <sup>st</sup> March 2024
Statement authorised by	Ryan Hibbard
Pupil premium lead	Angela Karlsberg
Governor / Trustee lead	Jackie Kelly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 184,115
Recovery premium funding allocation this academic year	£ 48,300
<b>Total budget for this academic year</b> <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>	£ 232,415

# 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 and Technology.

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><u>Numeracy skills</u></p> <p>The mathematical achievement of disadvantaged pupils tends to be consistently lower than that of their peers. KS2 data on entry over the past four years indicates that the gap is widening. In 2019, 20% of disadvantaged pupils arrived below the age-related expectations, whereas in 2023, this figure increased to 40%. Furthermore, 30% of disadvantaged pupils scored below 95 in maths, compared to only 11% of non-disadvantaged pupils.</p> <p>Subsequent internal and external assessments show that this gap remains during pupils' time at our school.</p>
2	<p><u>Reading and writing</u></p> <p>STAR reading assessments undertaken with year 7 pupils upon entry reveal that disadvantaged pupils typically exhibit lower levels of reading comprehension compared to their peers. This, in turn, affects their progress across all subjects.</p> <p>Specially, 63% of disadvantaged students had a reading age below 10 years, in contrast to only 34% on non-disadvantaged students. Additionally, 21% of disadvantaged students had a reading age below 8 years, whereas this was the case for only 5% of their peers.</p> <p>In 2023, just 60% of disadvantaged students met the age-related expectations from their KS2 reading assessment, compared to 80% of their peers. Additionally, 30% of disadvantaged pupils scored below 95 in reading, while only 12% of non-disadvantaged pupils did. This mirrors the pattern observed in the KS2 maths data.</p>
3	<p><u>Attendance</u></p> <p>Our attendance data for the last academic year for disadvantaged students was 87.1% (down from 87.4% in 2022-23). This compares to all students' attendance which was 91.5% (up from 91.1% in 2022-23).</p> <p>44% of disadvantaged students are recorded as persistently absent – attendance of less than 90% down from 45.1% in 2022-23. This compares to 25.4% of all students (down from 26.3% in 2022-23). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Attendance has become a far greater challenge post the COVID pandemic.</p>

4	<p><u>Behaviour, attitudes to learning and routines</u></p> <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><u>Emotional wellbeing and resilience</u></p> <p>The school acknowledges the impact of COVID-19 on pupils both academically and with respect to their emotional well-being, the school is facing a different range of challenges in respect of this as the impact of the pandemic has affected students developments at different stages. 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 than most. Increased SEMH difficulties have manifested themselves in behavioral, attendance and mental health difficulties.</p> <p>This is partly driven by concern about catching up lost learning, development and exams/future prospects as well as fears about being in social communities.</p> <p>During the pandemic, referrals for support markedly increased. Referrals were made to the school nursing team, e-clinic app, CAMHs and With me in mind.</p>
6	<p><u>Wider support for disadvantaged students</u></p> <p>The school is located in the most deprived quintile in the country. Inflation has been extremely high, at times 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 £2.60, 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 and 9-5 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 and writing 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. Literacy lessons within the curriculum introduced.</p> <p>Closing the gap between disadvantages and non-disadvantaged students in literacy subjects such as English, RE and Humanities</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<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 10%.</li> <li>the percentage of all pupils who are persistently absent decreases year on year.</li> </ul>
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"> <li>qualitative data from student and parent surveys and student panels.</li> <li>Students receiving more timely internal interventions and improved access to external interventions.</li> </ul>
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"> <li>recorded behaviour data shows a reduction in the number of students that receive a B3 or B4.</li> <li>recorded behaviour data show a reduction in the number of</li> </ul>

	<p>disadvantaged students that receive a fixed term exclusion.</p> <ul style="list-style-type: none"> <li>• a reduction in the number of students who repeat negative behaviours.</li> </ul>
<p>A greater number of disadvantaged students accessing a main meal at lunchtime.</p>	<ul style="list-style-type: none"> <li>• Engagement from students in the school community through questionnaires and surveys.</li> <li>• Increased number of students accessing breakfast club provisions.</li> <li>• Disadvantaged students still being able to access trips and extra-curricular activities.</li> </ul>

## 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: £ 103,923.34

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>Teaching resources given to Mathematics so that students are able to access resources which promote independence.</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:</p> <p><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></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><a href="http://educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>CPD on whole school reading and teaching tier 2 and 3 vocabulary.</p> <p>Continued investment in the library and employment of a full-time librarian.</p> <p>Employment of a primary school trained teacher to embed reading and writing skills for lower ability students.</p> <p>Reading lessons introduced for all students in Y7 and Y8.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></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.</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>2</p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 62,148.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring used to provide small group tuition in a range of departments for Year 11 pupils in the most need. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at pupils' specific needs and addressing gaps in their knowledge is effective to support those falling behind.</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>1,2</p>

<p>Provide a range of online resources for students at KS4 to promote independent revision.</p>		
<p>For those pupils identified as being below their expected reading age a tiered approach will be taken, which increases in intensity. STAR reading assessments will be used to monitor the impact of interventions.</p> <p>All resources in library cross references to accelerated reader so that students are reading text representative of their reading age.</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>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><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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>



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

Budgeted cost: £ 65,343.24

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 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><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>	<p>3</p>
<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>The Academy will work with behaviour expert Tom Bennett on improving behaviour management techniques within the school.</p>	<p>Behaviour interventions seek to reduce challenging behaviours in school and in return improve attainment.</p> <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://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	
<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 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>Behaviour interventions seek to reduce challenging behaviours in school and in return improve attainment.</p> <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://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	5
<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>DFE National School Breakfast Programme:</p> <p><a href="https://www.family-action.org.uk/content/uploads/2019/07/NBP-Impact-report-v11-LOWRES.pdf">https://www.family-action.org.uk/content/uploads/2019/07/NBP-Impact-report-v11-LOWRES.pdf</a></p>	6

<p>Funding to be available so that students who are disadvantaged can fully participate in school life, extra-curricular activities and trips.</p>	<p>DfE evaluation of breakfast clubs in areas of high deprivation:</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p>	
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**Total budgeted cost: £ 232,415**

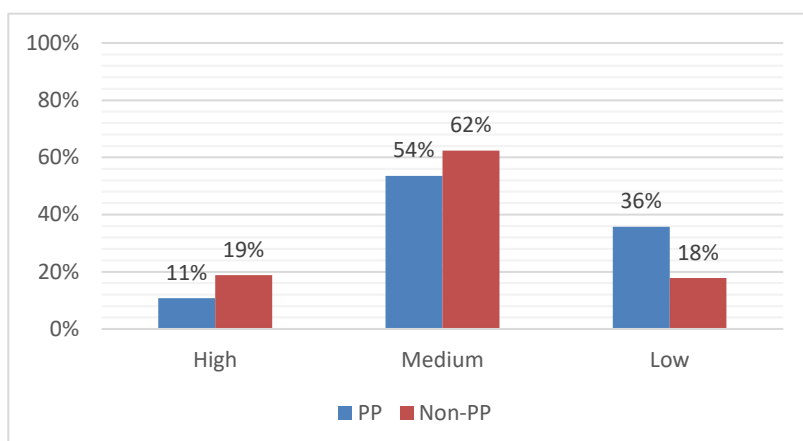
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Context of disadvantaged students

In 2023, there were 28 disadvantaged students, four of whom were mobile students starting at St Bede's in either Year 9 or 10. On average, the cohort of disadvantaged students had lower entry scores to non-disadvantaged students. The average KS2 score for disadvantaged students was 101.65, compare to an average of 104.77 for non-disadvantaged students. A break down on this is given below.

One student was educated in an alternative provision, and two students were severely absent during Year 11. Furthermore, two students disadvantaged students become Looked After Children (LAC) during the course of year 11, which had a significant impact of the results they obtained at the end of year 11.



#### Overall progress headline figures

Nationally, there has been a widening of the disadvantages gap index. Progress 8 scores for disadvantaged and non-disadvantaged pupils revealed that non-disadvantaged pupils averaged a Progress 8 score of -0.37, whereas disadvantaged pupils averaged a Progress 8 score of -0.91. This indicates that, on average, non-disadvantaged pupils made more progress than disadvantaged pupils with similar prior attainment group. Disadvantaged pupils achieved nearly a grade less than expected by the end of KS4

The progress of disadvantaged students at St Bede's is below the national average, see Table 1. Disadvantaged boys at St Bede's have achieved, half a grade less than disadvantaged girls.

**Table 1: Progress figures**

Progress 8	Total	Boys	Girls
St Bede's 2022	-0.31	-0.35	-0.27
St Bede's 2023	-0.91*	-1.15	-0.55
National average	-0.57	-	-

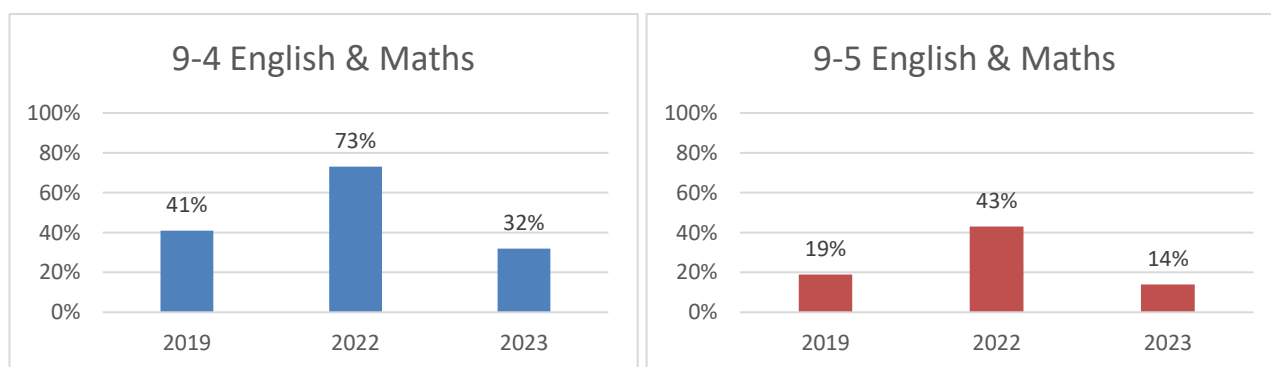
\* One student did not have KS2 data and, therefore, is not included in the progress calculations. Another student was educated in an alternative provision, and two students were severely absent during Year 11. The progress 8 score, with these 3 students removed, increase to -0.73. This places the Progress 8 score for disadvantaged students at St Bede's as the third-highest in the local area.

**Overall headline figures**

Caution is advised when comparing this year's results with the results from 2022. The government has stated that results will be higher than those in 2019. Therefore, the key comparison should be made with the results of 2019.

In 2023, one-third of the disadvantaged students achieved grades 9-4 in both English and maths. Unfortunately, this falls below the FFT20 target of 62%. Additionally, 14% of students achieved grades 9-5 in both English and maths, against a target of 35%. These figures are consistent with the results of 2019.

The percentage of disadvantaged students national achieving grades 9-5 in English and maths is 25%, significantly below non-disadvantaged students.



**Overall attainment headline figures**

The national average Attainment 8 score for disadvantaged students is 34.9. Our disadvantaged students achieved an average score of 31.7, which is roughly in line with the national average.

Meanwhile, our non-disadvantaged students achieved a much higher average score of 44.9, as expected when compared to their starting points at KS2.

Table 2 indicates that there is a difference between the average grade achieved in English and maths between disadvantaged and non-disadvantaged students. However, this is expected given the significant difference in KS2 attainment between disadvantaged and non-disadvantaged.

**Table 2: Disadvantaged versus non-disadvantaged students' average grade per subject in the attainment buckets.**

	<b>St Bede's Disadvantaged</b>	<b>St Bede's Non-disadvantaged</b>
Overall	4.0	5.6
English	3.3	4.7
Maths	3.5	4.7
EBacc subjects	3.0	4.3
Other subjects	3.1	4.4

### **Access to the curriculum**

All disadvantaged students have access to a full curriculum, which includes 19 GCSE subjects and an additional 3 BTEC qualifications. In addition, further to this all students are able to access the EBacc suite of qualifications. In 2023, 39.3% of students nationally were entered into the full EBacc, with 27.7% of disadvantaged students were entered.

57% of disadvantaged students at St Bede's studied the EBacc suite of qualifications, indicating a 18% increase compared to the national figure and 29% higher than the national percentage for disadvantaged students. Notably, the proportion of the students at St Bede's engaging with the full EBacc suite surpasses significantly that of the local area, where some schools enter very few or no students.

### **Attendance**

The attendance of disadvantaged students has slightly decreased in the last two years, and we suspect that this is largely or partly due to the pandemic. In 2022, the attendance for disadvantaged students was 86.6%, compared to 85.9% in 2023. However, this is in line with the National average of 85.3%. Furthermore, the attendance of disadvantaged students in Years 7, 9 and 11 is above the national figures.

The largest discrepancy lies in the attendance of disadvantaged students and non-disadvantaged students (85.9% compare to 92.5%).

**Table 3: Disadvantaged students attendance breakdown**

	All	Year 7	Year 8	Year 9	Year 10	Year 11
St Bede's	85.9%	86.0%	84.6%	89%	81.5%	86.1%
National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
Difference	+0.6%	-2.7%	-1.6%	+4.8%	-1.5%	+3.2%

### PA information

#### Destination data

**Table 4: Comparison of the destination data from 2022 and 2023 cohort**

While there has been a drop in the number of students who have remained in education after leaving St Bede's, this only amounts to one student.

	6 <sup>th</sup> Form school	6 <sup>th</sup> Form college	FE college	Employment with training	Total into learning
2021-2022	7.7%	38.5%	50.0%	3.8%	100%
2022-2023	4.0%	32.0%	60.0%	0%	96%

## 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
Accelerated reader	Renaissance Learning
Tassomai	Tassomai Ltd
GCSE pod	Access company