

Pupil premium strategy statement – St Bede’s Catholic Voluntary Academy 2024-25

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	710
Proportion (%) of pupil premium eligible pupils	28.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	13 th December 2024
Date on which it will be reviewed	1 st March 2025
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	£ 204,750.
Recovery premium funding allocation this academic year	£ 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>	£ 204,750

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 aspires for most students to 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 five years indicates that the gap is widening. In 2019, 20% of disadvantaged pupils entered below age-related expectations; by 2024, this figure had risen to 44%. This represents a slight increase from 2023, when 40% of students were below expectations. Additionally, 31% of disadvantaged pupils scored below 95 in maths, compared to only 5% of non-disadvantaged pupils. This gap has widened by 6% since 2023.</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>The Year 7 cohort that joined St Bede's in September 2024 included 62% of disadvantaged students with a reading age below 10 years old, compared to only 30% of non-disadvantaged students. These figures align closely with those of the 2023 cohort, where 63% of disadvantaged students had a reading age below 10 years, in contrast to 34% on non-disadvantaged students.</p> <p>In 2024, 56% of disadvantaged students met the age-related expectations in their KS2 reading assessment, compared to 81% of their non-disadvantaged peers. Additionally, 30% of disadvantaged pupils scored below 95 in reading, compared to just 6% of non-disadvantaged pupils did. These results align with the data from 2023.</p>
3	<p><u>Attendance</u></p> <p>Our attendance data for the last academic year for disadvantaged students was 87.2% (up from 87.1% in 2022-23). This compares to all students' attendance which was 91.9% (up from 91.5% in 2022-23).</p> <p>32.9% of disadvantaged students are recorded as persistently absent – attendance of less than 90% down from 44% in 2022-23. This compares to 10.8% of non-PP students. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Attendance has become a far greater challenge since the 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 (social, emotional and mental health) needs too.</p>
5	<p><u>Emotional wellbeing and resilience</u></p> <p>The school acknowledges the impact of recent events such as the pandemic and the cost-of-living crisis 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 challenges above 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>In the last five years, 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 £2.80, 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 make more progress towards meeting the FFT20 target for 9-4 and 9-5 in both English and Mathematics.
Improved reading and writing attainment amongst disadvantaged pupils.	<p>At least 80% of disadvantaged students demonstrate a reading age that matches or exceeds their chronological age.</p> <p>Increased participation, of disadvantaged students, in borrowing books from the library and engaging with reading for pleasure.</p> <p>In KS3, a minimum of 80% of disadvantaged pupils achieve "expected" or "above expected" levels in English Language and written subjects.</p> <p>At KS4, the gap narrows between disadvantages and non-disadvantaged students in for the percentage of students achieving 9-4 and 9-5 in literacy-based subjects, particularly in English Language and English Literature.</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"> • the overall absence rate for all pupils being no more than 10%. • the percentage of all pupils who are persistently absent decreases year on year.
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 and parent surveys and student panels. • Students receiving more timely internal interventions and improved access to external interventions.

<p>To achieve and sustain improved behaviour for all pupils, outside of the classroom, including those who are disadvantaged.</p>	<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 proportion of disadvantaged students that receive a fixed term exclusion. a reduction in the number of students who repeat negative behaviours.
<p>A greater number of disadvantaged students accessing a main meal at lunchtime.</p>	<ul style="list-style-type: none"> Engagement from students in the school community through questionnaires and surveys. Appropriate students accessing breakfast club provisions. 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: £ 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>Purchase of Doodle Maths for KS2 students who are</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>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</p>	<p>1</p>

<p>significantly below their age-related expectations.</p>	<p>problem solving and develop their mathematical knowledge.</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Continued investment in the library and employment of a full-time librarian.</p> <p>A whole school focus on students reading for pleasure, with events taking place throughout the year in response to the National Literacy Trust timeline.</p> <p>Employment of a primary school trained teacher to embed reading and writing skills for lower ability students.</p> <p>Reading lessons in the library continue for students in Years 7,8, and 9 who are in the bottom two or three sets within each year group.</p> <p>Continuation of Accelerator Reader to monitor the students' progress in reading.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>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.</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>2</p>

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>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>	<p>1,2</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</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>

<p>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>		
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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>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</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</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>4</p>

<p>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>The academy will conduct an external review of behaviour to ensure that systems in place are robust.</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>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>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>The academy has invested in the TFTF in-school mentor scheme, to support students in building social and emotional resilience.</p> <p>A pastoral assistant partly funded through PP funding to assist with issues being dealt with in a timely manner.</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, extra-curricular activities and trips.</p>	<p>DFE National School Breakfast Programme:</p> <p>https://www.family-action.org.uk/content/uploads/2019/07/NBP-Impact-report-v11-LOWRES.pdf</p> <p>DfE evaluation of breakfast clubs in areas of high deprivation:</p> <p>https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p>	<p>6</p>

Total budgeted cost: £ 244,258.59

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context of disadvantaged students

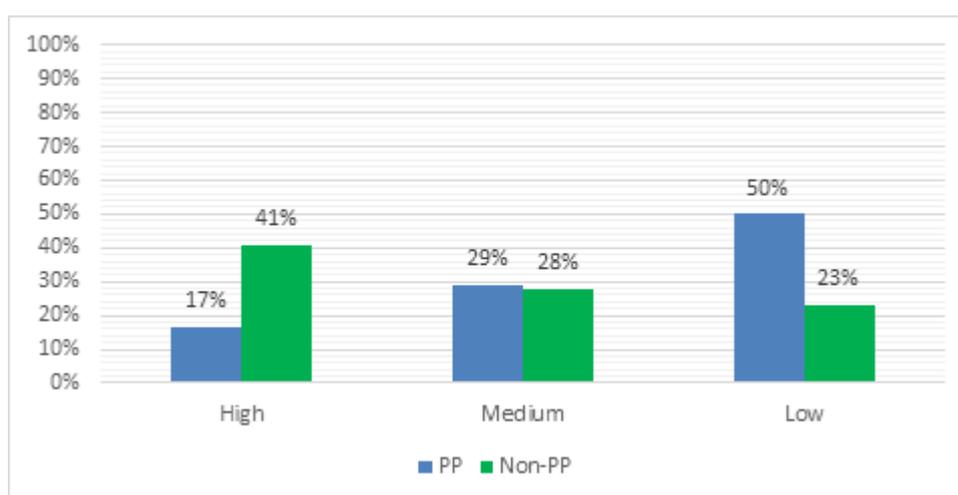
In 2024, there were 24 disadvantaged students, seven of whom were mobile students who joined St Bede's in either Year 9,10 or 11. The number of disadvantaged students has remained similar to previous years, with 28 in 2023 and 26 in 2022.

There were nine students in this cohort who did not have KS2 SATs data. On average, the disadvantaged cohort had lower entry scores to non-disadvantaged students. The average KS2 score for disadvantaged students was 100.89, compared to an average of 104.96 for non-disadvantaged students. The average score for the disadvantaged cohort was slightly lower than that of 2023 cohort, which was 101.65.

One EHCP student was educated in an alternative provision, while another EHCP student had not attended education since Year 9. One student was severely absent during Year 11, and another, despite attending school in Year 11, chose not to attend her exams.

As shown in Figure 1, the KS2 SATs data indicates that the academic ability of disadvantaged students differs significantly from that of non-disadvantaged students. Fifty percent of disadvantaged students are classified as lower ability, compared to only 23% of non-disadvantaged students. Additionally, 41% of non-disadvantaged students are classified as high ability, compared to just 17% of disadvantaged students.

Figure 1: Ability Groupings by Disadvantaged and Non-Disadvantaged Students



Overall progress headline figures

In this cohort, there were 10 boys and 14 girls, 13 whom had KS2 data. As shown in Table 1, the progress of disadvantaged students at St Bede's in 2024 is the highest it has been, at -0.22. The progress of disadvantaged boys was 0.23, indicating that, on average, they achieved at 1.5

grades higher than the cohort of 2023. The progress of disadvantaged girls was lower; however, three of these students did not sit any examinations, which has had a significant impact on the overall Progress 8 score.

The gap between the disadvantaged and non-disadvantaged students has narrowed, with the Progress 8 score for non-disadvantaged students at 0.12, compared to -0.11 for disadvantaged students. Last year, these scores were -0.92 for disadvantaged students and -0.23 for non-disadvantaged students.

The progress of disadvantaged students at St Bede’s is above the national average, as shown in Table 1. A similar trend is observed when compared to the local authority average, where the Progress 8 score was –0.81. This indicates that disadvantaged students at St Bede’s achieve, on average, half a grade higher than their peers in other local schools.

Table 1: St Bede’s Progress 8 Data for the Last Three Academic Years

Progress 8	Total	Boys	Girls
2022	-0.31	-0.35	-0.27
2023	-0.91	-1.15	-0.55
2024	-0.12*	0.23	-0.39
National average	-0.51	-	-

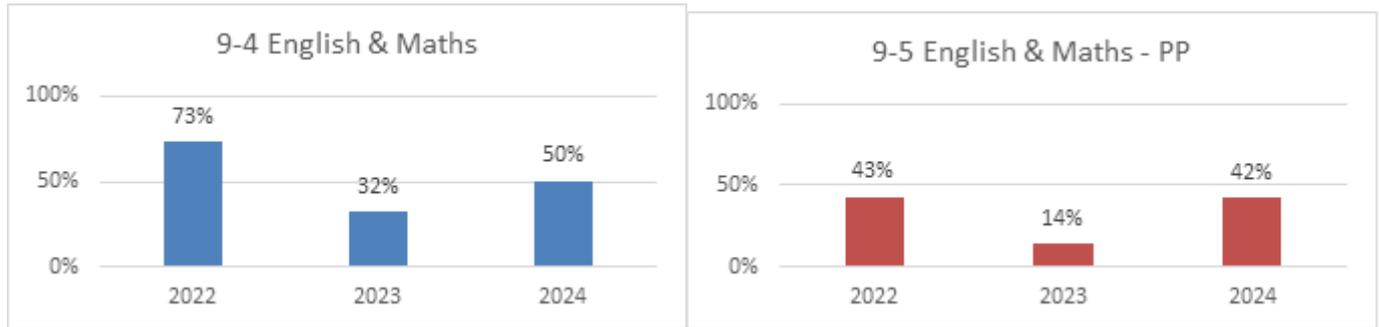
* With the two EHCP students mentioned above, along with the disadvantaged student who was severely absent during Year 11, the Progress 8 score, with these three students removed, increase to 0.23. This indicates that the disadvantaged students at St Bede’s made slightly more progress than non-disadvantaged students. This is the first time this has occurred at St Bede’s.

Overall headline figures

In 2024, half of the disadvantaged students achieved grades 9-4 in both English and Maths, compared to only 32% in 2023. Additionally, 42% of students achieved grades 9-5 in both English and Maths, compared to 14% in 2023. Furthermore, 13% of disadvantaged students achieved grades 9-7 in both English and Maths.

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

Figure 2: The % of students achieving 9-4 and 9-5 in English & Maths.



Overall attainment headline figures

The estimated Attainment 8 for our disadvantaged students, based on their KS2 data, was 40.5. These students achieved an average score of 39.8, which represents a significant improvement from last year’s average of 31.7 and aligns with their expected progress. By comparison, our non-disadvantaged students achieved a higher average score of 50.3, as expected based on their KS2 SAT results. This demonstrates that, on average, all students made the necessary progress.

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.

However, the percentage of disadvantaged students achieving grades 9-5, including English and Maths, is above the national average of 27.1% and significantly higher than the local authority average of 18.5%. Similarly, the percentage of disadvantaged students achieving grades 9-4, including English and Maths, exceeds the national average of 45.6% and is well above the local authority average of 36.9%

When comparing the performance of disadvantaged and non-disadvantaged students, there are noticeable differences in the Maths, English, EBacc, and Other Bucket scores. The non-disadvantaged students consistently outperform the disadvantaged students in all these subjects, indicating a potential achievement gap between the two groups.

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

	St Bede's Disadvantaged	St Bede's Non-disadvantaged
English Bucket	8.83	10.56
Maths Bucket	7.92	10.39
EBacc subjects Bucket	11.25	14.61
Other subjects Bucket	11.81	14.73

Access to the curriculum

All students have access to a full curriculum that includes 19 GCSE subjects and an additional 3 BTEC qualifications. In 2024, 33% of students were entered for the full EBacc, 25% of whom were disadvantaged students.

Attendance

The attendance of disadvantaged students is at its highest in the last three years. In 2022, the attendance for disadvantaged students was 86.6%, compared to 85.9% in 2023 and 87.2% in 2024. This is slightly higher than the National average of 85.4%, by 1.8%. 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% compared to 92.5%).

Table 3: Disadvantaged students attendance breakdown

	All	Year 7	Year 8	Year 9	Year 10	Year 11
St Bede's	87.2%	89.9%	86.3%	85.2%	88.1%	82.9%
National	85.4%	89.0%	86.2%	84.5%	83.3%	82.8%
Difference	+1.8%	+0.9%	+0.1%	+0.7%	+4.8%	+0.1%

There is still a significant difference in attendance between disadvantaged and non-disadvantaged students. The rate of persistent absence (attendance below 90%) is 10.8% for non-disadvantaged students compared to 32.9% with disadvantaged students.

Destination data

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

As in 2023, only one student has not remained in education, and this is a student who did not attend St Bede's during Year 11. There has been a change in the educational paths chosen by our disadvantaged students, with nearly three fifths of them attending JLC, compared to two fifths in previous years.

	6 th Form school	6 th 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%
2023-2024	0%	56.5%	39.1%	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
Bedrock	
Accelerated reader	Renaissance Learning
Tassomai	Tassomai Ltd