

St Bede's Catholic Primary School Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Bede's Catholic Primary School, Sacriston
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	18% (based on Oct 2022 Census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	Dec 23
Date on which it will be reviewed	Dec 24
Statement authorised by	S Clarke
Pupil premium lead	S Clarke
Governor / Trustee lead	Mrs S Zeze

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,735
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,490

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their backgrounds or the challenging circumstances that they face, are able to 'Shine Brightly', make good progress in all areas of their learning, achieving high standards across all curriculum areas and indeed in all areas of their development.

The focus of our Pupil Premium Strategy is to support our disadvantaged pupils to further raise attainment and narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We will consider the individual challenges faced by our vulnerable pupils and seek to provide the relevant support in each case to support them in achieving their goals.

Quality-First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require most support – in our particular case, this focuses predominately on English and maths teaching and learning. High quality teaching is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils whilst simultaneously benefitting our non-disadvantaged pupils.

Implicit in the intended outcomes outlined below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to the wider school planning focusing on enhancing the curriculum and ensuring pupils receive a rich, varied knowledge base in various curriculum aspects that enables them to acquire the cultural capital they need to thrive as future citizens.

Our strategy is based on a thorough knowledge of our pupils, and their individual needs and challenges, we aim to provide support / intervention in various forms from quality-first teaching to 1:1 interventions, where appropriate.

All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for pupil premium do not always enter early years at age related expectations often linked to communication and language. This means they need to make more progress than their peers to catch up.
2	Cognitive overload hinders some of our pupils acquiring new knowledge. Leaders need to ensure the school curriculum is effectively implemented by teachers, so that it meets the needs of all pupils. Leaders must ensure that teachers implement carefully planned and sequenced lessons
3	We want all pupils to have high-levels of self-esteem, confidence and resilience so that they are able to develop good behaviour for learning.
4	We want all pupils to have experienced a range of opportunities that broaden their horizons, introduce them to new opportunities and have a range of experiences that develop their understanding of the world around them.

5	We want all pupils to attend regularly and consistently so that they have the best possible opportunity to succeed at school, both academically and socially.
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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
A clear focus on communication and language in EYFS; with early intervention for those who enter below ARE	<ul style="list-style-type: none"> • Pupils with communication and language difficulties will access interventions at the earliest opportunity • Vocabulary rich environment • Use of story-time to aid language development • Continuous provision will enable communication and language opportunities
Improved cultural and childhood experiences for all pupils.	<ul style="list-style-type: none"> • Evidence of additional enrichment activities across all year groups within the curriculum.
Improve emotional resilience for all pupils through use of TA support and intervention.	<ul style="list-style-type: none"> • Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Pupils are secure in key concepts from each year group and have grasped the core learning to enable them to access the following years curriculum.	<ul style="list-style-type: none"> • Targeted quality first teaching revisits prior learning to ensure all curriculum gaps and misconceptions are addressed. • Gaps in knowledge are targeted through focus groups, successful deployment of support staff and quality same day and planned interventions. • Robust assessment enables teachers to plan accordingly to meet the needs of all pupils.
Reduce the number of persistent absentees.	<ul style="list-style-type: none"> • % of persistent absentees is at least in line with National Average. • Attendance of all pupils is carefully monitored. • Attendance and persistent absence for PP pupils will be in line with other pupils across school. • Early intervention is taken where attendance is a cause for concern.
Educational visits, visitors and experiences enhance learning, understanding and increase aspiration for PP pupils across school.	<ul style="list-style-type: none"> • Pupils experience a variety of activities within their school career. • Pupils have been exposed to a range of activities and opportunities. • Potential talents are identified. Aspirations are raised. • Horizons are broadened and aspiration among pupils is raised.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to incorporate speaking and listening opportunities within their Literacy planning to enable pupils to 'say it' then 'write it'.	<i>EEF indicates that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i>	1
<i>Staff delivering new humanities and MFL curriculum aspects will receive a suite of training to ensure they have the appropriate knowledge to deliver this to a high quality</i>	There is intrinsic value in ensuring that PP pupils access a rich and stimulating curriculum, this is delivered as part of the core curriculum, extra-curricular or cultural visits or residential. All pupils have the opportunity to attend all opportunities regardless of their financial situation. For 2023-24, Opening Worlds curriculum has been introduced which has a high focus on vocabulary and expanding pupils' knowledge of the world.	4, 3
EYFS training from Trust for staff deployed in that phase to ensure provision enables pupils to achieve against standards within the new framework.	EEF highlights that supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1
TA deployed across school to support as required to support/enhance progress for all pupils at all levels.	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.	2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition in Maths and Literacy	The EEF Teaching and Learning Toolkit indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one-to-one tuition and up to four months additional progress with small group tuition. Tutoring_Guide_2022_V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)	2
Introduction of Speech link for pupils who display communication and language difficulties	On average, children who are involved in communication and language approaches make approximately six-month additional progress over the course of a year. All children appear to benefit from such approaches but some studies show slightly larger effects for children from disadvantaged backgrounds. EEF toolkit: Communication and language approaches – additional 6 months progress	1, 3
Targeted intervention for pupils with phonic gaps	Research shows that disadvantaged pupils may not develop phonological awareness at the same rate as their peers due to their exposure to words and books at home. EEF states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics is explicit and systematic throughout school. It is matched to children's current level of skill in terms of their phonetic awareness.	2
Many children enter school with speech and language difficulties school staff will support these pupils; providing strategies so that they progress towards speech and language outcomes and/or Early Years outcomes.	Swift referral to speech and language assessment and subsequent report and advice ensures prompt intervention for our pupils. <i>The Communication Trust indicates that a common feature of the most successful schools surveyed was the attention they gave to developing speaking and listening.</i>	1

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Paying Educational Debt due to high levels of social deprivation in the school catchment area. Therefore, school will subsidise morning club, costs of school visits to broaden and develop experiences outside school and enhance the curriculum by providing first hand experiences so that these may be utilised within the curriculum.</p>	<p>Costs of school visits/trips will be heavily subsidised or free of charge for families entitled to Pupil Premium. School sees its responsibility to address the wider curriculum and provide enhanced learning opportunities for all pupils.</p> <p><i>LOtC indicates that pupils learn better through practical experience and acquire their knowledge and understanding through real-life experiences that stimulate their natural curiosity. These can then be consolidated through further learning opportunities in school.</i></p>	<p>4, 3</p>
<p>Children entitled to pupil premium will receive free access to morning club and after school clubs.</p>	<p>Access to morning club and/or after school clubs is free of charge or at a reduced cost. This enables pupils to access a wide range of after school clubs. Any pupil can access provision regardless of finances.</p> <p><i>EEF toolkit acknowledges that after school programmes which are closely linked to the curriculum are clearly related to academic benefit. There is also evidence indicating that, on average, pupils make two additional months' progress per year from extended school time.</i></p>	<p>4</p>
<p>Children entitled to pupil premium will receive equality of opportunity for wider school experiences.</p>	<p>To target disadvantaged pupils for music tuition. School to pay for Music Tuition. School sees its responsibility to address this wider curriculum need.</p> <p><i>EEF toolkit highlights that the impact of arts participation on academic learning appears to be positive and there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</i></p>	<p>4, 3</p>
<p>Attendance Rigorous attendance tracking, working in partnership with families.</p>	<p>If children are not in school, then they cannot learn, and the academic gaps widen. If children do not feel secure and develop resilience through regular attendance, then there are implications for academic attainment. <i>School will actively seek to work alongside parents to support their children back into school where attendance becomes a concern.</i> <i>NFER briefing for school leaders identifies addressing persistent lateness as a key step in improving attendance and outcomes for pupils.</i></p>	<p>5, 3</p>

Total budgeted cost: £ 27500

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.

Data for 22/23
Early Years: 100% pupils disadvantaged achieved GLD
Year 1 Phonic screening: 100% pass rate for disadvantaged
Year 2 phonic resit: 100% pass rate for disadvantaged
Key stage 1: 100% expected for reading, 50% writing and maths
MTC: 33% pass rate (25/25) for disadvantage
Key Stage 2: 67% exs reading, 100% exs writing, 100% exs maths, 67% EXS RWM combined

programmes

Programme	Provider
White Rose Maths Premium	White Rose
Speech Link	Multimedia limited
Timetables Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance

Pupil premium strategy outcomes