

Pupil premium strategy statement

School overview

Metric	Data
School name	St. Bede's Catholic School and Byron College
Pupils in school	722
Proportion of disadvantaged pupils	32.2%
Pupil premium allocation this academic year	
Academic year or years covered by statement	2020-2021
Publish date	May 2021
Review date	September 2021
Statement authorised by	Governing body
Pupil premium leads	Tracey Robinson
Governor lead	

Disadvantaged pupil performance overview for last academic year

Progress 8	
Ebacc entry	
Attainment 8	
Percentage of Grade 5+ in English and maths	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	<ul style="list-style-type: none">Achieve top quartile for progress made by disadvantaged pupils amongst similar schoolsClose gap between PP and non-PP student progress	September 2021

Attainment 8	<ul style="list-style-type: none"> • Achieve national average for attainment for all pupils • Close gap between PP and non-PP student attainment 	September 2021
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	September 2021
Other	<ul style="list-style-type: none"> • Attendance of PP students to be in line with that of non-PP students • Ensure access to remote learning 	September 2021
Ebacc entry	Better national average EBacc entry for all pupils	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruit and retain high quality staff to ensure quality first teaching for all pupils
Priority 2	Support staff to develop effective, research-informed teaching practices for blended learning
Priority 3	Ensure a smooth transition for year 7 pupils who have been adversely affected by the remote learning period at the end of Primary and transition to Secondary.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Access to remote learning regardless of home situation • Possible lack of aspiration and poor attitudes towards attainment • Engagement of PP students in home learning • Poor extended writing as a result of lockdowns • Lower reading and writing age on entry for Y7 students • Unsettled transition period for year 7 pupils and changing of sets mid-year
Projected spending	

Targeted academic support for current academic year

Measure	Activity
Priority 1	Small group intervention and mentoring for KS4 & KS5 pupils
Priority 2	Lunchtime Year 7 literacy and numeracy intervention

The barriers to learning (addressed by priorities)	<ul style="list-style-type: none"> ● Attainment gap caused by school closures in 2020 and subsequent impact on KS4 pupil progress. ● Year 7 reading and writing ages are lower than expected. ● Lack of engagement during lockdown resulting in slowed progress at KS4 ● Specific individual challenges that may have negatively impacted the learning process
Projected spending	

Wider strategies for current academic year

Measure	Activity
Priority 1	Rewards based strategy to motivate and encourage pupils in their learning
Priority 2	Strategy to engage parents in the remote learning of their children
Priority 3	Engaging pupils on the return to school post-lockdown who are underachieving
Priority 4	Regular provision of food and hygiene parcels
Barriers to learning	<ul style="list-style-type: none"> ● Engagement and motivation of our more vulnerable pupils in home learning ● Entrenched disengagement of pupils during the period of remote learning ● Access to technology & learning materials ● Access to food & hygiene products
Projected spending	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Lack of SGP opportunity in smaller departments</p> <p>Engaging all teachers in teaching of literacy, regardless of subject background</p>	<ul style="list-style-type: none"> ● Designated CPD time on INSET days, twilight CPD, department time. ● Use of T&L team to support in departments, lead small group training for new staff, trainees and voluntary T&L. ● Focus on Rosenshine Principles for CPD. ● Trust-wide Teach meet with focus on blended learning strategies. ● Opportunity for ECTs to engage in an enhanced CPD programme. ● Provide SPG opportunities cross-department and cross-Trust. ● Whole-school literacy, “all teachers are teachers of literacy” with training on embedding evidence informed practices to ensure disciplinary literacy is a focus.
Targeted support	<p>Identifying the pupils who would most benefit from additional support</p>	<ul style="list-style-type: none"> ● Provision of training for effective mentoring, along with resources for support ● SGP cross-Trust ● In-depth analysis of data, partnered with pastoral, HoD and teacher voice, to ensure the right pupils are included for targeted intervention and that the barriers for that pupil are clearly identified and solutioned.
Wider strategies	<p>Engaging families facing the biggest challenges</p> <p>Access to products and technology, particularly when home learning</p> <p>Engaging our underachieving, disadvantaged pupils</p>	<ul style="list-style-type: none"> ● Work closely with pastoral team, attendance officer, local authority to readily identify families in need ● Use of support staff for delivery of materials/products where needed ● Provision of learning materials ● Referrals to internal and external support services where appropriate ● Forensic evaluation and analysis of data to identify underachievement and barriers for specific pupils and bespoke T&L strategies implemented.

Review: last year's aims and outcomes

Aim	Outcome
A Improved attitudes towards attainment and increased aspiration	<ul style="list-style-type: none"> ● Some students received periods of 1:1 mentoring ● Student attitudes were also monitored by report systems in some cases ● Monitoring cycles showed good planning for individuals, including PP ● Feedback mechanisms developed to encourage improved attitudes and encourage students to take ownership of progress ● STEP interventions for Y11 had a larger proportion of PP students than other compared to school's demographic ● A small number of students had music tuition subsidised
B Closing of the gap in reading age of those pupils entering Y7 with a low reading age	<ul style="list-style-type: none"> ● 1:1 reading group data continues to show positive impact of this strategy ● Accelerated reader programme across KS3
C Improved literacy	<ul style="list-style-type: none"> ● Departmental schemes of learning have been developed with a new angle focused on oracy strategies following whole-staff engagement with Voice-21 oracy training ● Departmental schemes of learning include focus on key vocabulary to be learned by students as they progress following the introduction of a knowledge-rich curriculum ● Feedback includes literacy-focused feedback for students ● Structures to support extended writing (e.g. structure strips) now used widely across the school
D Increased independence via homework completion	<ul style="list-style-type: none"> ● KS3/4 homework club ● KS4 students continue to receive individual revision planners in preparation for mock exam periods and external examination series; study packs have been provided
E Reduced anxiety associated with school work and examinations	<ul style="list-style-type: none"> ● All year 11 and 13 students had a full examination experience via prelim examinations ● KS4 students continued to receive individual revision planners in preparation for prelim exam periods; study packs were also provided ● We continue to develop growth mindset in students through assemblies and postcard distribution by staff ● Students had access to school counsellor where directed by their Head of House
F Improve social skills in order to	<ul style="list-style-type: none"> ● Where permitted within lockdown restrictions, social skills group continued to meet weekly ● 6th form mentoring of key students continued

improve progress and wellbeing	
G Improved parental engagement	<ul style="list-style-type: none"> • Praise postcards sent home by staff on a regular basis • Attendance officer regularly visited the homes of key individuals who were struggling to come into school
H Improved attendance	<ul style="list-style-type: none"> • Attendance officer regularly visited the homes of key individuals who were struggling to come into school

Costs		
Aim	Strategy	Cost
A	STEP / mentoring / intervention	
A	Planning for pupil progress and forensic analysis of impact of interventions	
A	Subsidised music tuition	
A	Careers provision	
A	QFT, Leadership of CPD, Leadership of PP.	
B	Reading groups	
C	Literacy training, including oracy	
D	Homework clubs	
E	Revision planners	
E	School counsellor & access to external provision	
E	School Chaplain	
F	Social skills group	
F	Sixth form mentoring	
H	Postcards and rewards	
G & H	Attendance officer and monitoring	
Other	Provision of paper resources for students without access to IT devices	
	Grand total	

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