

Pupil Premium Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School and Byron Sixth Form College

Number of pupils in school 809

Proportion (%) of pupil premium eligible pupils 35.65%

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)
2021-2022

Date this statement was published 17/12/21

Date on which it will be reviewed September 2022

Statement authorised by

Pupil premium lead Frances Cessford, Tracey Robinson,

Governor lead Dionne Dunn

Funding overview

Detail Amount

Pupil premium funding allocation this academic year £208,090

Recovery premium funding allocation this academic year £31,610

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 £239,700

Part A: Pupil premium strategy plan

Statement of intent

In alignment with our whole school ethos of faith, excellence and determination, we uphold our high expectations for all pupils, regardless of their socio-economic background. As part of a caring Catholic community, we nurture and develop our pupils and strive for the best in all aspects of school life – we embrace our school motto of “With the Lord’s Help” in a drive for continual learning and improvement to support our school community. We understand the additional challenges our disadvantaged pupils face, exacerbated by the pandemic, and through our thorough and robust analysis, treat each child as an individual to identify and target support where it is most needed. We are driven by pupil need, not labels. Our strategy sits alongside our School Development Plan with key foci for our more vulnerable students centered around improving literacy, stretch and challenge for our higher attaining pupils and supporting our community recover from the pandemic. We understand that the language gap is the attainment gap and as such, literacy is a key focus not just this year but as part of our long-term strategic goals. We want to remove any barriers to the school day for our most vulnerable pupils, ensuring they can access a broad and balanced curriculum, top quality levels of pastoral care and achieve in line with their non-PP peers. We will do this through an

evidence informed Teaching and Learning strategy, targeted academic support and wider support to help our whole school community, as detailed below.

Challenges

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

Challenge number	Detail of challenge
1	Low literacy levels on entry to the school.
2	Poor parental engagement from some parents.SEND review attendance figures 28% PP parents did not attend
3	Poor attendance amongst some students (SEMH related)
4	Additional barriers caused by the pandemic. Disengagement of some hard to reach families due to remote learning during lockdown.Wider challenges such as food provision, uniform provision, hygiene provision, access to tech and learning resources.
5	Decline in resilience leading to mental health concerns in students and their families, exacerbated by the pandemic.

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
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(Challenge 1)Embed reading in the day to day curriculumTo demonstrate an improvement in reading age and fluency which leads to and increasing vocabulary, reading skills and literacy to aid the articulation of their learning across all year groups. – Evidence in departmental schemes of work of planned reading activities.– To increase pupil participation in assemblies, open evenings, transition evenings and award evenings.– Test reading age in all year groups. Test writing at the beginning of year 7 and year 8.– For SEND PP children to demonstrate an improvement in reading fluency for students with a slow reading and comprehension score.– Progress evidenced through pupil voice in our monitoring	
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Improved pupil aspirations and parental engagement linked to higher/ further education and the world of work.(Challenge 2) – Improved pupil attendance at extracurricular clubs– Parental attendance at parents evenings in line with non-PP parents– Launch of ambition project– Schemes of work that link to the curriculum and CEIAG	
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Improved attendance (Challenge 3) – PP attendance to be improved by the attendance officer working with families, referring families to our PSA. Work closely with Counties AIT. Use of internal and external processes. PP attendance to have the gap reduced with non PP students.– Celebration of attendance. Close partnership with other agencies.– For all pupils to be able to access all aspects of the school day. For socio-economic background not to limit opportunities for our pupils to engage in learning and wider school life	
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Improved attitudes towards attainment and progress leading to improved outcomes(Challenge 2) – Improved performance in assessments and progress in line with non-PP peers– Active engagement and response to feedback– Improved performance in assessments throughout the school year and summative, external examinations.	
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Increased independence via homework completion (Challenge 2) – Reduced number of debits for lack of homework.– Increased numbers at homework clubs where support is available.– Effective use by staff of homework club	
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To improve pupil mental health and wellbeing (Challenge 5) – The effective use of the Anna Freud resources.– Success of school counsellors– Pastoral board minutes– Continued resourcing of wellbeing activities and interventions

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: £15,081

Activity Evidence that supports this approach Challenge number(s) addressed

Recruit and retain high quality staff to ensure quality first teaching for all pupils 1

Support staff to develop effective, research-informed teaching practices with a particular focus on literacy strategy
Part of the No More Marking comparative judgement programme to help identify and support year 7, 8 and 9 pupils who need extra literacy intervention All departments to take part in a Collaborative Enquiry using the Great Teaching Toolkit by Evidence Based Education and several department's foci will be closing the PP gap Year 7 literacy strategy. Lunchtime intervention for students working below expected (identified from reading and writing ages) and then a small cohort of y7 read with sixth formers. 1

Development of school library, SEND space and reading club Support literacy-Phonics Sounds write Reading club run by Sixth formers Support mental health- the use of the library for peer support. Working with Anna Freud for year 11 and 13 . 1,5

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 and support year 8 pupils who have had a disjointed start to their secondary school life. Summer School ONE bid with curriculum continuity in Geography and History 1,2,3,4,5

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

Budgeted cost: £119,180

Activity Evidence that supports this approach Challenge number(s) addressed

Small group intervention and mentoring for KS4 pupils (Blue Support cohort, STEP) As this EEF report suggests, we will ensure the mentoring programme has a clear structure and expectations, our pupils are provided with ongoing support once the programme ends to ensure the positive changes persist. Mentors will be experienced and specifically chosen and matched to their mentees. These processes should ensure successful outcomes for our pupils. Through effective diagnostic assessment and targeted academic support we have followed the EEF guidance on implementing a small group intervention programme called STEP for our year 11 pupils. 1,2,4

Breakfast Clubs Free breakfasts to support pupils in need.

Homework Clubs Open to KS3 and KS4 pupils – some pupils will attend voluntarily and others will be directed to attend by SLT or HOH. Support provided for those with SEND needs, tech provided for those who need to access work online. Tech audit completed in-school to identify area of need for pupils and pupils then directed to homework club or laptop provided where appropriate. 1,2,3,4

National Tutoring Programme with providers such as The Brilliant Club and Equal Education 1-1 support for our LAC and SEND pupils, as well as those identified by the pastoral team Small group tuition in groups of no more than 3.

Registration time intervention Our literacy programme is supported by evidence on reading comprehension strategies from the EEF . Also through registration time intervention and targeted social skills intervention for all age groups pupils before school. 1,2

Raising academic aspirations programmes Following the advice of the EEF for the intervention to have a strong academic component in order to aid progress.The Ambition Program and the Scholars Program 1,2,5

Literacy interventions Year 7 literacy strategies – targeted intervention with pupils at lunch Accelerated reader 1,2

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

Budgeted cost: £106,172

Activity Evidence that supports this approach Challenge number(s) addressed

Audit of technology and internet access for all students, to ensure accessibility of homework. 4

Rewards based strategy to motivate and encourage pupils in their learning. Rewards for credits Payment for leaver's hoodies and prom tickets. Revision materials – calculators and revision guides Celebration assemblies with rewards for year 11 Celebration newsletter shown to students in tutor time. 2,5

School trips subsidised to support our PP families in accessing these activities To help build culture capital and the wider experiences of PP pupils during their time at St. Bede's, as well as removing any barriers they may face to participating in something their non-PP classmates can participate in, we will offer a range of trips this school year which will be subsidised for PP students <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning> 2,3,4,5

CEAIG programme Year 10 Pay for transport and clothing for work experience. Pay for transport for university visits Raising aspirations 2,4,5

Mental Health support Peer to peer support School counselling service Piece of Mind Resilience Nurse EWEL (Emotional wellbeing and effective learning) PSA parent support advisor Chaplain 5

Extra curricular lunchtime clubs Active Lunch STEM Anatomy Active lunch Sport Music IT club Myths and Legends Drama

In particular, for our more disadvantaged pupils "Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them." EEF 2,4

Subsidised/free music lessons Arts participation, three months additional progress according to the EEF Toolkit. 4

Attendance Officer Y Stones 3,4

School Inclusion Unit G Lennox 3,4

Total budgeted cost: £240,433

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Strategy Aims: 1) Achieve top quartile for progress made by disadvantaged pupils amongst similar schools 2) Close gap between PP and non-PP student progress 3) Achieve national average for attainment for all pupils 4) Close gap between PP and non-PP student attainment 5) Achieve average English and Maths 5+ scores for similar schools 6) Attendance of PP students to be in line with that of non-PP students 7) Ensure access to remote learning Key worker bubble, laptops provided, internet provided, check-in calls to identify barriers to learning and support put in place 8) Better national average EBacc entry for all pupils

Teaching Priorities: 1) Recruit and retain high quality staff to ensure quality first teaching for all pupils SLE 's appointed. 2) Support staff to develop effective, research-informed teaching practices for blended learning – Trust wide teach meet focused on blended learning. – Whole school CPD whole staff, voluntary, recorded CPD, new staff induction and one-to-ones – ECT training and Vol T&L focused on blended learning strategies. 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. Disruption continued during the 2020-2021 academic year but mitigating measures were put in place for the 2021 cohort such as our Summer School. ONE project

Work of the Director of English and Maths Virtual transition Targeted academic support: 1) Small group intervention and mentoring for KS4 & KS5 pupils (STEP) 2) Registration time all year groups literacy and numeracy intervention Wider strategies: 1) Rewards based strategy to motivate and encourage pupils in their learning 2) Strategy to engage parents in the remote learning of their children 3) Engaging pupils on the return to school post-lockdown who are underachieving

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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The National Tutoring Programme	Sunderland University
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
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What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding. Links to intent statement, allows us to articulate how strategies are evolving, adapting and changing over time. Tells the story of our school and our approach to disadvantage. Our PP strategy employs a learning led approach, not a label led approach, ensuring we use robust data to target pupils who need the support most. Our 5 key challenges tie in to our whole-school development plan. We plan to use the EEF implementation guide to support in discussions on how to strategically explore and identify challenges and allow us to build in regular opportunities to evaluate the impact of the strategies. We are aware of

pupils who face multiple hurdles of disadvantage (such as FSM, SEND etc) and our needs-driven approach allows us to target the most effective support for those pupils based on needs, rather than labels.