

Pupil premium strategy statement 2022/23 (Review 21/22)

This statement details our school's use of pupil premium and recovery premium funding for the 2021 to 2024 academic years to help improve the attainment and opportunities available to our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Saint Bede's Catholic High School
Number of pupils in school	827
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Mr P Marsden - Headteacher
Pupil premium lead	Mrs H Pearson
Governor / Trustee lead	Mr N Craine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157 230
Recovery premium funding allocation this academic year	£33 672
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	£190 902

Part A: Pupil premium strategy plan

Statement of intent

The key principles of our strategy are:

- To promote an ethos of attainment for all
- To ensure that disadvantaged pupils experience high quality teaching
- To provide appropriate intervention, support and resources for disadvantaged pupils to enable them to make progress at the same rate as their peers.
- To ensure that disadvantaged pupils are able to access and participate in the full range of extra-curricular and enrichment activities that their peers are able to access.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Our attendance data during the last year in school before Covid-related disruption (2018/19) indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils. 37% of disadvantaged pupils have been 'persistently absent' compared to 26% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Progress: The progress made by the pupil premium students as a group is lower than that of the non-pupil premium cohort. This was evidenced by GCSE results in 2019 when the P8 for all was -0.20 and for PP was -1.00. The percentage of pupils achieving grade 5+ in English and maths was 46% for all and 29% for PP
3	Literacy skills: Use of the Access Reading Test, assessments and work scrutiny focusing on KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This has a negative impact on their progress in all subjects. On entry to Year 7 in the last 3 years, between 23 - 36% of our disadvantaged pupils arrive below age-related expectations in their reading ages compared to 12 - 20% of their peers.
4	Numeracy skills: The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem-solving tasks. Assessments on entry to Year 7 in the last 2 years before COVID, the maths scales scores at KS2 indicate that between 20 - 30% of our disadvantaged pupils arrive below age-related expectations compared with 6 - 17% of their peers.
5	Lack of engagement in extra-curricular and other enrichment activities: Staff leading activities to identify how many participants are DA pupils and to work with Year Leaders, form tutors and Mrs Pearson to encourage participation by potentially reluctant DA participants and arrange for the purchase of appropriate clothing/equipment e.g. football boots, equipment for DofE expeditions, funding for visits etc. if that is a barrier to participation.

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
An improvement in levels of attendance across all Year groups for disadvantaged pupils.	Improve DA attendance to 93%, level of 'Persistent absence' reduced to 17% (this may need to be revised in light of ongoing situation with Covid).
Improved progress of disadvantaged pupils.	P8 for DA pupils closer to 0 and the percentage of DA pupils achieving a grade 5+ in basics (English & maths) increased to 40%.
Improved literacy skills	Reading ages for identified DA pupils in KS3 to have increased by at least 12 months (with the exception of pupils with significant learning difficulties) by the end of the 2021/22 academic year.
Numeracy skills	DA pupils to improve their maths skills as seen in teacher diagnostic tests.
Improved engagement of DA pupils in extra-curricular and enrichment activities	Overall percentage of DA pupils taking part in at least one extra-curricular activity to match non-DA pupils.

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: £35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a high-quality CPD curriculum	EEF - Effective professional development guidance report	1, 2, 3, 4, 5
Embedding strategies for the teaching of vocabulary and reading across the school	EEF secondary literacy guidance report	3
Development of T&L in school	Sutton Trust – What makes great teaching?	1, 2, 3, 4, 5
Reading and spelling diagnostic assessments	EEF – diagnostic assessment	3

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

Budgeted cost: £65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of HLTAs attached to English and Mathematics departments to provide intervention and support for individual and small groups of pupils to improve literacy and numeracy skills	EEF – One to One Tuition EEF – Small Group Tuition	2, 3, 4
Lexonik – use of the literacy software to improve reading skills	EEF - Catch Up Literacy	3
Methodmaths – use of software to improve numeracy skills	EEF – Catch Up Numeracy	4
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	EEF – One to One Tuition EEF – Small Group Tuition	2
Support for form tutors in delivering high-quality evidence-informed mentoring, with a menu of referral options to support pupils who are struggling	EEF - Mentoring	

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

Budgeted cost: £90 902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of additional hours for school attendance worker to work with difficult to reach parents to improve the attendance of some DA pupils.	EEF – Attendance Interventions	1
Intervention for specific pupils who require support with regulating their behaviour and emotions.	EEF – Behaviour Interventions	
Increasing engagement in extra-curricular clubs	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff monitoring attendance and implementing new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Supplies of uniform and stationery supplies for disadvantaged pupils to ensure they can access learning		

Total budgeted cost: £190 902

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 2021 to 2022 academic year.

During 2021/2022 the attendance of PP pupils was worse than that of NPP. PP attendance 87.3%, NPP attendance 93.7%. This was due to a small number of pupils who failed to return to school after Covid. The school worked hard with the families to ensure all was done to help reintegration.

DA attainment is above National average when compared to DA Nationally but there is a gap in school that needs closing.

DA attainment - Basics 4+ 63% (Nat 45%), A8 39.2 (Nat 36.7)

All attainment – Basics 4+ 72% (Nat 65%), A8 49.8 (Nat 46.7)

DA progress shows the impact Covid had on our most vulnerable pupils and the work we have to do this year. This was due to a small number of pupils not returning to school after Covid.

DA P8 -1.00

All P8 -0.20

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
Tutoring	MyTutor
Literacy	Lucid Lass
Literacy	Lexonic
Numeracy	Methodmaths

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

