



St Bede's Catholic High School
Pupil Premium Strategy 2020-2021
Pupil Premium Impact report 2019-2020

Pupil Premium 2020 – 2021

Pupil premium funding was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel and post looked after children. In the current financial year we expect to receive funding to the value of **£105,320**. This figure is to support pupils in receipt of Free School Meals (FSM), pupils adopted from care and pupils looked after outside of the county. Schools have the freedom to decide how this extra income is spent but are accountable for its use. The aim of pupil premium funding is to support learners in making maximum progress and achieving their potential.

Here at St. Bede's we believe that we are part of God's creative process; providing the opportunity for each individual to flourish in order to serve the Common Good. We are determined that every pupil will reach their full potential and we strive to use the additional funding to help close the gap in life chances between the most advantaged and the most disadvantaged members of our community.

Rationale

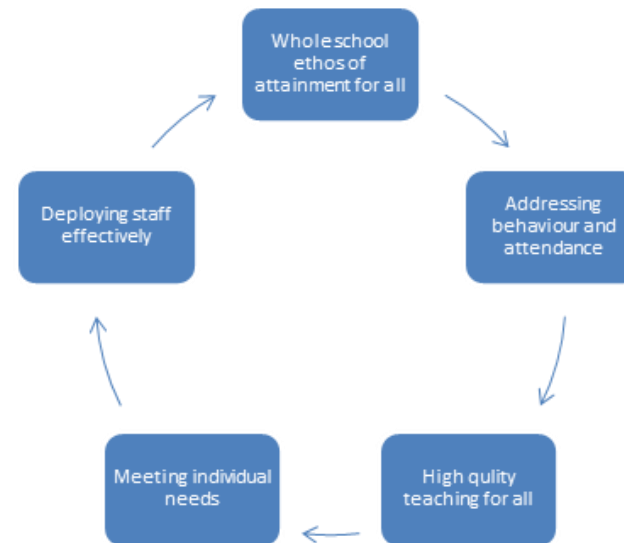
The decisions regarding the allocation of funding for pupil premium have been supported by sound educational research.

- NFER research into the most effective ways to support disadvantaged pupils' achievement emphasises the importance of high quality teaching for all.
- John Dunford's research on using the pupil premium grant effectively emphasises the importance of focusing relentlessly on the quality of teaching and learning. His research demonstrates that highly effective teaching disproportionately benefits disadvantaged pupils.

Here at St Bede's we fully recognise that it is more important to ensure 'that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate teaching that is less than good.' **OFSTED Report on Pupil Premium Funding 2013.**

Key Objectives 2020-2021

- Improve the performance of disadvantaged students in school to be near to national non-disadvantaged performance.
- Remove barriers to learning which may exist for disadvantaged students in order to support their progress and raise their aspirations.
- Develop robust systems for identification, intervention and support for disadvantaged pupils.



Building blocks of success for all pupils, including those from disadvantaged backgrounds.

DFE Research Report: Supporting the attainment of disadvantaged pupils: articulating success and good practice. November 2015.

Pupil premium strategy statement

School overview

Metric	Data
School name	St Bede's Catholic High School
Pupils on role in school	715
Proportion of disadvantaged pupils	4.5%
Pupil premium allocation this academic year	£105,320
Academic year or years covered by statement	2019-2022
Publish date	31/10/2020
Review date	31/10/2021
Statement authorised by	Mr P Denton, Headteacher
Pupil premium lead	Mr D Morgan, Deputy Headteacher
Governor lead	Mr S Marston, Chair of Governors

Impact - Disadvantaged pupil performance overview 2019-2020

Year 11 (Leavers)

Progress 8	+0.61
Ebacc entry	14.3%
Attainment 8	45.21
Percentage of Grade 5+ in English and maths	28.6%

The following sections contain impact data for our disadvantaged learners in school –2019-2020.

Year 10 (current Year 11)

Progress 8	+0.21
Ebacc entry	11.8%
Attainment 8	48.00
Percentage of Grade 5+ in English and maths (currently)	35.3%

Year 9 (current Year 10)

Above/On track (all subjects)	84.6%
Average EAP	0.1
English Above/On track	66.7%
Maths Above /On track	66.7%

Year 8 (current Year 9)

Above/On track (all subjects)	86.7%
Average EAP	0.6
English Above/On track	100%
Maths Above /On track	88.9%

Year 7 (current Year 8)

Above/On track (all subjects)	74.7%
Average EAP	-0.1
English Above/On track	87.5
Maths Above /On track	62.5%

Teaching and engagement priorities for current academic year

Measure	Activity
<ul style="list-style-type: none"> ▪ Priority 1 - Improve the attendance of disadvantaged students across the school. 	<ul style="list-style-type: none"> ▪ Focus on disadvantaged students through case conferences. Attendance leagues and rewards to highlight improvements of disadvantaged students. Additional measure of parental fines and increased communication in order to improve attendance rates for this group. ▪ Direct contact from Pastoral Support to establish barriers to learning and hence attendance at school.
<ul style="list-style-type: none"> ▪ Priority 2 - Develop the cultural capital of disadvantaged students 	<ul style="list-style-type: none"> ▪ Engagement of disadvantaged students in the ROAR programme and Laudato Si programme. Specific focus to support these students in their involvement with both financial and personal support. ▪ Engagement of pupils in the GRITTY programme to boost their skills in these areas in their everyday school and wider life.
<p>Priority 3 – Monitor closely the academic performance of pupils, along with their mental well being, to ensure the impact of COVID is minimised as much as possible along with their personal circumstances</p>	<ul style="list-style-type: none"> ▪ Adoption of Review, Revise, Restart strategy across school and Curriculum areas. ▪ Close monitoring during assessments and academic support related to these. ▪ Case conferences used to analyse possible changes in academic performance that could be linked to COVID 19.
<ul style="list-style-type: none"> ▪ Barriers to learning these priorities address 	<ul style="list-style-type: none"> ▪ Resistance of students and their parents. Improved communications and a more systematic process to be introduced.

<ul style="list-style-type: none"> Projected spending 	<ul style="list-style-type: none"> £20,881,
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Targeted academic support for current academic year

Measure	Activity
<ul style="list-style-type: none"> Priority 1 - Develop literacy and numeracy intervention for disadvantaged students at KS3 	<ul style="list-style-type: none"> Bespoke intervention for these students through a literacy and numeracy specialist.
<ul style="list-style-type: none"> Priority 2 – Alternative pathways to be offered at KS4 for disadvantaged students that would benefit from a variance of academic routes. 	<ul style="list-style-type: none"> Engagement with these students and their parents to access courses that encourage educational engagement, attendance, raise self-esteem and offer a broader curriculum offer.
<ul style="list-style-type: none"> Barriers to learning these priorities address 	<ul style="list-style-type: none"> Access to the Curriculum via enhanced literacy skills. Enhanced numerical skills to allow greater progress in the range of subjects pupils study where Mathematics is a key part of the Curriculum.
<ul style="list-style-type: none"> Projected spending 	<ul style="list-style-type: none"> £33,375

Wider strategies for current academic year

Measure	Activity
<ul style="list-style-type: none"> Priority 1 – Improve the behaviour and attitudes to learning of disadvantaged students 	<ul style="list-style-type: none"> Seek to regularly reward and highlight positive behaviours. Reduce internal and external exclusions of disadvantaged students through alternative reconciliation approaches and mental health support. Enhance the use of and importance of GRITTY skills via the GRITTY curriculum.
<ul style="list-style-type: none"> Priority 2 – Create learning plans for all disadvantaged students so that they have a clearly identified and bespoke academic and personal programme of support. 	<ul style="list-style-type: none"> Utilise provision map to plan, implement, monitor and review our bespoke support and provision for disadvantaged students.
<ul style="list-style-type: none"> Priority 3 – Wider pastoral and academic support 	<ul style="list-style-type: none"> Extra-curricular support

	<ul style="list-style-type: none"> ▪ Additional meals and food provision ▪ Educational visits ▪ External workshops and support
<ul style="list-style-type: none"> ▪ Barriers to learning these priorities address 	<ul style="list-style-type: none"> ▪ Parental and student opposition to the support, Attendance negating the offer made to these students.
<ul style="list-style-type: none"> ▪ Projected spending 	<ul style="list-style-type: none"> ▪ £43,485

Monitoring and implementation

Area	Challenge	Mitigating action
<ul style="list-style-type: none"> ▪ Teaching 	<ul style="list-style-type: none"> ▪ To ensure teachers are aware and make specific provision for disadvantaged students. 	<ul style="list-style-type: none"> ▪ Reference to actions in the lesson observation documentation and use of Class Charts seating plans to identify disadvantaged students.
<ul style="list-style-type: none"> ▪ Targeted support 	<ul style="list-style-type: none"> ▪ To track and evaluate the success of this support. 	<ul style="list-style-type: none"> ▪ Case conferences to be used to monitor and evaluate the support that is in place.
<ul style="list-style-type: none"> ▪ Wider strategies 	<ul style="list-style-type: none"> ▪ To plan for and track the engagement of disadvantaged students in ROAR, Laudato Si, Extra-Curricular programmes and other wide opportunities. 	<ul style="list-style-type: none"> ▪ Tracking of student involvement in all of these activities to be recorded on Provision Map for scrutiny from senior leaders the PP lead.

Review: last year's aims and outcomes

Aim	Outcome
<ul style="list-style-type: none"> ▪ Improve numeracy and literacy levels of disadvantaged students in KS3 	<ul style="list-style-type: none"> ▪ The group has improved in terms of literacy and students have progressed. There is evidence from lesson

	<p>observations and progress made. Numeracy classes have adapted specific strategies to engage with disadvantaged students. This has led to the employment of a TA3 to give additional support and maintain the improvements in this area.</p>
<ul style="list-style-type: none"> ▪ Research to be conducted to develop T&L approaches that best support disadvantaged students 	<ul style="list-style-type: none"> ▪ The research is now complete, and this has formed three distinct CPD pathways. These pathways, included in appraisal, utilise the findings of the initial research and will develop the quality of education through research-based practice. T&L records show developments in the standard of teaching and learning across the school which, the research suggests, has a disproportionate effect on disadvantaged students.
<ul style="list-style-type: none"> ▪ Increase the attendance of disadvantaged students 	<ul style="list-style-type: none"> ▪ A great deal of work has led to improving attendance levels for disadvantaged students. This continues to be a priority and early signs from this academic year suggest that the attendance of disadvantaged students will be significantly improved for this academic year.

