

Pupil premium strategy statement – St Bede’s Catholic High School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	710
Proportion (%) of pupil premium eligible pupils	8.03%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1 October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Mr M Wilde
Governor / Trustee lead	Mr J Riley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77032
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£101,151.20

Part A: Pupil premium strategy plan

Statement of intent

At St Bede's Catholic High School our vision is to provide a transformative Catholic Education ensuring that our pupils are empowered to serve the common good, by living the values of Faith, Hope and Love. Through this mission, we are driven by a core purpose to nurture confident and respectful young men and women, have a passion for lifelong learning, be equipped for the future, be values-led, and seek to build supportive and long-lasting relationships. This is our ultimate objective for all students, including those from disadvantaged backgrounds.

The EEF Guide to The Pupil Premium acknowledges that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Therefore, the majority of the funding will be allocated to this tier of our approach. Ensuring an effective teacher is in front of every class, every day, and that every teacher is supported to keep improving, is the key ingredient of a successful school and will be our top priority for Pupil Premium spending.

We also accept that given the impact that trauma has on young people, targeted approaches, such as supporting students' mental health and wider approaches, like providing comprehensive career advice, also have the potential to improve outcomes for disadvantaged students. As well as dealing with the attainment gap, we also need to provide more pastoral and mental health support to students who have suffered neglect, abuse, anxiety or bereavement.

A range of interventions will be used to target specific disadvantaged students. Each intervention that will take place is described in this plan. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The impact of each intervention will be measured continually and fed back to SLT and subsequently Governors. Each intervention will have differing outcomes and so the assessment of each will be bespoke to that intervention. However, if it is deemed that the intervention is ineffective over time then other interventions will be implemented to replace these. It is important to note that this plan is a working document and therefore all aspects are subject to change at any point if the SLT or Governors feel a change in the plan will improve the outcomes for the disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	A number of students enter secondary school with low reading ages, this can result in weak literacy levels, which hinders students access to the curriculum and performance in assessments across both key stages
2	Ensuring that teachers' formative assessment strategies are embedded in their practise, and aid the identification of misconceptions early
3	Some families face social and economic challenges and do not always see regular attendance and punctuality as a high priority
4	Some students need wider opportunities through school to raise self-esteem, support their mental health and develop social skills to keep their aspirations on track.

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
Literacy levels improve across both key stages as a result of targeted intervention and a whole school focus on promoting reading across the curriculum	Percentage of students having a reading age on or above their chronological age to increase (76% at the start of 25/26 academic year) Students responses both orally and written include academic vocabulary Students read text with fluency and accuracy
Assessments (formative and summative) measure the acquisition of core knowledge identified in curriculum plans and teachers are skilful in identifying gaps and planning intervention to address these gaps.	Improvement in formative assessment completed in each lesson. Utilising the EFA project to improve assessment in the classroom. Attainment in end of year exams (Y7-10) demonstrates no gap between disadvantaged and all students Attainment 8 is above national average or above for 2025 Progress 8 for disadvantaged students continues to be above national figures.
Consistency in high quality teaching across the key stages and curriculum areas	Data will show an increase in attainment per year group and disadvantaged SEND students will achieve in line with expectation
Improve attendance and punctuality of disadvantaged students in all year groups	Attendance gap between disadvantaged and non-disadvantaged students reduces over the academic year (Gap for 24/25 5.24%) Punctuality rates of disadvantaged students improve each term

	Percentage of students who are persistently absent to be below 20% (National average for 2024/25 was 23.8%)
Increased participation of disadvantaged students in all aspects of the wider school community	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged students</p> <p>Engagement in the Character Development Curriculum to further develop each student.</p> <p>Engagement in the Personal Development curriculum to boost knowledge in these areas</p> <p>Disadvantaged students participate in curriculum-based trips</p> <p>The % of disadvantaged students participating in extra-curricular activities is in proportion with the % of PP whole school</p> <p>Disadvantaged students access rewards trips in proportion with the % of PP whole school</p>

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: £ 75,751.90.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of an intelligently sequenced curriculum, which is reviewed on a regular basis. External reviews of the curriculum in subject areas by lead professionals	Some disadvantaged students do not have the schema to enable them to understand new ideas or concepts. This may manifest itself in the form of poor-quality work. Some disadvantaged students have a lack of aspiration, stemming from their socio-economic circumstances. As a result, they suffer also from a lack of motivation. In both cases, swift teacher support will result in better learning and enable students to build components of learning into more complex composites.	2, 3, 4
Review of assessment across the curriculum – formative and summative	Formative assessment has been found to have a significant positive effect on attainment in schools, colleges and early years settings https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf	2
Professional development for teaching staff and in-class support staff (including SEND training, literacy CPD and middle leader CPD)	There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al (2015) and Darling-Hammond et al (2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (Wiliam 2016and Timperley et al) thus having the potential to improve the life chances of all students. Research published in SecEd (2017) found that investing in high-quality, sustainable CPD activities makes staff feel valued, which subsequently reduces staff turn-over, but also ensures that regardless of their level of experience, teachers are able to keep improving, year-on-year, for the benefit of student outcomes. EEF impact = +5months	1-4
Literacy coordinator to drive the focus on literacy across the curriculum	Evidence shows that 1 in 4 students leave primary school having not reached the expected level for reading. In addition, 1 in 8 disadvantaged students will not have access to a single book at home. (National Literacy Trust & Alex Quigley, Closing the Reading Gap) Creating a culture of reading for pleasure and progress will narrow the reading gap between disadvantaged students and their peers. Frequent reading will also enrich students' vocabulary, thus narrowing the vocabulary gap. Students should have access to high	1

	quality, appropriate texts in order to make progress. This also creates enrichment and improves mental health.	
Reading ages assessments	Disadvantaged students have a significant vocabulary deficit compared to their peers. As a result, the range of vocabulary used by disadvantaged students can be limited. This ultimately leads to lower scoring on assessments.	1, 2, 4
Cover supervisor	A designated cover supervisor inducted into the school, supporting the mission and values will result in higher quality teaching during staff absence. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers, Sutton Trust, September 2011	2
Intervention support for Maths and English	Designated intervention staff to support disadvantaged students in achieving at least a standard pass in the core subjects. This will allow a greater spread of options for KS5 for disadvantaged students.	1, 3, 4

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

Budgeted cost: £ 11,588.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision support sessions – before & after school & half term	Studies have shown that an effective revision strategy can help explain up to 30% difference in how well students do in their final exam. Historical data from St Bede's demonstrates that revision programmes deployed at the school can have a positive impact on outcome (P8 above national in 2023 for all students and disadvantaged students)	1-4
SENCO Support Intervention & Provision Map	Deployment of the Graduated Approach of 'Assess, Plan, Do, Review can remove barriers to learning and allow personalised provision that will enable students with SEND to reach their full potential	1, 2
Pastoral support – Pastoral manager, School counsellor, Draw and Talk Therapy	There are several mechanisms through which poor mental health could lead to poorer educational outcomes, including through school absence and mobility, through behavioural and attentional difficulties and through lowered aspirations and school connectedness. Research from Mental Health England (Accessed 16.10.19) Half of mental ill health starts by age 15 and 75% develops by age 18. About 10% of young people aged 8-15 experience a low sense of wellbeing	3,4

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

Budgeted cost: £ 13810.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPOMS	Everyone has a role to play in safeguarding children, whether this is identifying or raising concerns early of safeguarding issues or putting into place best practice to prevent harm. CPOMS has proved to be a successful tool in responding to the needs of pupils, staff and visitors allowing secure means of communication within school and to linked professional bodies.	3,4
Extra-curricular activities	Sustainable extra-curricular academic tailored programme to support students. Research: Sutton Trust, Potential for Success, July 2018 Students should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.	4, 5
Career guidance (Lead on careers and KUDOS)	Good career advice can yield large returns by helping young people and adults develop the ability to manage their education and career. It can help increase people's self-awareness and self-esteem, which can lead to rewarding career choices. OECD Programme for International Student Assessment (PISA) 2018 found that students in schools that offer career guidance were more likely to expect to complete tertiary education than students in schools that do not offer career guidance and were more likely to expect to work in a high-skilled occupation	3,4
Attendance Officer	The educational performance of pupils from disadvantaged backgrounds (commonly defined in terms of family socio-economic status) is much lower than their peers, and England has a relatively large achievement gap. Research has shown that there is a clear link between poor attendance at school and lower academic achievement.	3
External Agency Provision – Work Experience	Providing off site work/placements for KS4 students can support them with their academic and vocational qualifications. It may lead to apprenticeships and/or further educational opportunities. EEF impact +3 months. School data – 0% NEET in 2022	4
School Synergy	Research shows that careful behaviour management has a positive impact upon outcomes. Class Charts enables seating plans to be constructed based on influences or student characteristics e.g. SEN, PP, easily and quickly. Behaviour management instances can be recorded quickly, along with reward points thereby reducing teacher workload. Behaviours and rewards	3,4

	can be customised to our school setting. Intelligence reports can also be customised and trigger actions, so that there is increased consistency. Behaviour analytics allows for analysis in trends of behaviour and therefore allow for appropriate intervention.	
Remove barriers to non-attendance – uniform, equipment, bus passes	The educational performance of pupils from disadvantaged backgrounds (commonly defined in terms of family socio-economic status) is much lower than their peers, and England has a relatively large achievement gap. Research has shown that there is a clear link between poor attendance at school and lower academic achievement.	4, 5

Total budgeted cost: £ 101,151.20

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024 GCSE (Provisional data)

The outcomes for disadvantaged pupils over time indicate that this cohort perform well in relation to national outcomes for both PP and all pupils, and this is evidenced by the headline measures outlined below. With an early provisional progress 8 score of +0.06, this shows that disadvantaged students have made more progress than their peers, with the same starting point.

Outcomes for Y11 2023-2024	All students	Disadvantaged students
Cohort	137	15
Attainment 8	51.55	37.60
Progress 8	+0.44	+0.06 (2022/23 +0.47, 2021/22 +0.15)
% 9-7 English & maths	14.6	0.0
% 9-5 English & maths	51.1	20.0
% 9-4 English & maths	75.9	46.7

In 2023 the national progress 8 figure for disadvantaged students was -0.57. We can conclude from the data that the pupil premium funding and subsequent actions taken by leaders at the school have had a positive impact on disadvantaged students.

NEET

The school's NEET figures continues to be very low. In 2022 it was 100% and in 2023 there is only one student who is NEET, this accounts for less than 1% (0.7% NEET). This figure demonstrates that students receive high quality next destination and career guidance.

Attendance

Attendance for academic year 23-24 was 93.7%. This is above the national average in state-funded secondary schools of 90.8%. In year attendance for disadvantaged students was 88.2%, this is in line with the national figure of 88.9%. The school is effective at removing barriers which may prevent students attending school and a timely response to student absence along with high levels of engagement with parents/carers by the attendance team contributes to these high attendance figures. The school has been fortunate to be awarded

attendance certificates during 23-24 academic year to acknowledge the school's efforts in maintaining good attendance for all.

Behaviour

In 23-24, one student was permanently excluded from school. This student was not a disadvantaged student. There were 35 suspensions, 5 of these were disadvantaged (14.3%) This represents a slightly higher proportion of disadvantaged students than the whole school cohort but is a reduction year on year (2022/23 this was 27.5%). Reducing the suspensions and exclusions for disadvantaged students remains a priority. The introduction of a Learning Support Base, along with a revised tiered approach to behaviour aims to reduce the figure for 24/25.

Wider support

We were able to support disadvantaged students in attending a range of enrichment activities, including the music trip to Paris, music lessons, and watching a German play. Additionally, the support of educational resources for students studying subjects, such as art and photography, has positively impacted on their attainment in these subjects.