



St Bede's RCP School Pupil premium strategy statement 2024 - 2025

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Bede's RCP School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	28% (56 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it was reviewed	September 2024
Statement authorised by	F Winter
Pupil premium lead	F Winter
Governor / Trustee lead	A Langford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,420
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	£88,420



Part A: Pupil premium strategy plan

Statement of intent

As education is the best predictor that we have of a young person's long-term outcomes, improving the achievement of children from dis-advantaged backgrounds is a priority for our school. We believe that to maximise the potential of our Pupil Premium Grant we need to apply a long-term strategy that is aligned with our school improvement plans and our vision of what children experience while at St Bede's school. From this we can implement a blended approach of short, medium and long-term interventions to best meet the needs of all disadvantaged learners that fit alongside our wider school initiatives.

Overcoming barrier to learning for our disadvantaged children is at the heart of our planning for our Pupil Premium Grant. We aim to enable all children to excel in Reading, Writing, Maths and Science, as well as develop their knowledge, skills and understanding in all other aspects of the curriculum. We aim to give our disadvantaged pupils first hand experiences that they maybe would not access without the support of the school to give them a sense of success and develop ambition.

Key Priorities;

- Raising initial language skills and communication and providing a language rich environment is the main focus of the Early years.
- A language rich environment will continue to develop throughout the school providing activities to extend expressive and receptive vocabulary. The focus will be on developing the breadth (Vocabulary size) and depth (understanding and use in context).
- Raising children's attainment in writing as well as developing pupils' confidence and supporting them in becoming resilient writers.
- Broadening the experiences children have by increasing access to more varied environments and cultures to raise aspirations within the school community and develop resilience.
- Developing and implementing effective Early Reading strategies to support children in becoming confident, fluent and accomplished readers who find pleasure and enjoyment in reading.

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils in speaking and listening.
2	Low levels on entry of PP pupils in Reading, Writing and Maths
3	Low levels on entry of PP pupils fine motor skills.
4	Significant drop in levels across the school of reading and writing in PP pupils.
5	Low attendance and persistent lateness with some PP pupils
6	Low self-esteem and aspirations, increased issues in children's social, emotional and mental Health needs.
7	Lack of life experiences and lessened access to wider curriculum activities and low resilience.

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
<p>For PP pupils across the school to have improved and accelerated progress in:</p> <p>speaking and listening by the end of EYFS and KS1</p> <p>Fine motor skills development and handwriting by the end of EYFS and Y1.</p> <p>Reading, writing and maths</p>	<p>Continuing improvement of Quality First Teaching.</p> <p>Consistent implementation of excellent practice and high expectations across the school.</p> <p>Increased % of PP children working at or above age related expectations across the school in reading, writing and maths.</p> <p>Accelerated progress of PP pupils (including the more able) by the end of KS2.</p>



<p>Improve learning opportunities for pupils with home and family issues that create social and emotional barriers to learning</p>	<p>Vulnerable pupils and their families are well supported.</p> <p>Provide emotional outreach and support for vulnerable pupils.</p> <p>Improved pupil confidence, social and life skills.</p> <p>Improved progress in attainment.</p> <p>Reduction in fixed term exclusions.</p> <p>100% participation in school activities, educational visits and residential trips. This will promote engagement with learning and widen pupils' experience of the world and of relating to their peers and others in a range of contexts.</p> <p>Improved social skills, team work, resilience and confidence.</p>
<p>Reduce low attendance and persistent lateness</p>	<p>Reduce the number of persistent absentees and lateness among pupils eligible for PP.</p> <p>Last year Attendance for PP children was 95.2% (above the National average of 94.1%) this year it is currently sitting at 96.1%. Absence amongst PP children is dropping year on year and we aim to continue this trend.</p> <p>Persistent absence for PP children was 20% in 2023-2024. We aim to reduce this to below 10%.</p> <p>Improved attendance and punctuality to improve attainment, less missed opportunities and better access to the full curriculum.</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: £3102

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics development Day £600	Read Write Inc. Phonics has been developed by Ruth Miskin Training and is a professional development and teaching programme. It includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. RWI highlights the careful and detailed tracking of individuals to that staff can intervene to improve progress and narrow gaps. The portal provides a detailed online tracking system to support with this.	2 & 4
Ruth Miskin Portal to support continuing development of staff in the teaching of phonics and spelling and also track and monitor data across school. £1050		
ELSA staff training £0	Develop strategies for supporting children's Emotional wellbeing and Mental health. Provide additional outreach time for PP children who struggle with anxiety, confidence or other social and emotional skills.	6
Maths Hub specialist Knowledge and mastery Training £0	Develop high quality teaching in maths across school based in a culture of Mastery approaches. Children are better supported to reach their potential and all children access quality first teaching from well training teachers. EEF Improving Mathematics Guidance report states the importance of developing practitioners knowledge and understanding of Mathematics is crucial for effective pedagogy and learning.	2 & 4



<p>SLA Writing courses; Developing writing at KS1 Developing writing at LKS2 Developing writing in Year 5 and 6 Nurturing Greater depth Writers £300</p>	<p>Develop the teaching of writing across school so children in all Keystages are supported to develop their writing skills at whatever level they are working. Research states that struggling writers can benefit hugely from adults who model writing well – developing teachers understanding and confidence in the subject of writing with support better modelling of writing by adults.</p>	<p>2 & 4</p>
<p>Move to write training in Nursery £0</p>	<p>Move Write is a sensory motor approach to developing emergent handwriting skills. Move Write aims to develop key fine motor, gross motor & visual perceptual skills that are foundational in the development of handwriting skills.</p>	<p>3</p>
<p>Maths HUB training for leaders. £0</p>	<p>EEF – sets out it is key to provide training for senior leaders to support improved practise across school.</p>	<p>2 & 4</p>
<p>Inset Training for all staff about building relationships and every child having a champion to improve their successes in school – Mark Finnes</p>	<p>Building positive relationships for all children so all children feel like they have a champion. EEF support school attendance planning tool (2024) creative a positive, supportive environment improves attendance for vulnerable pupils as well as impacting positively on attainment.</p>	<p>4,5,6</p>
<p>Embed adaptive teaching throughout school to support PP children in making the best possible progress in all curriculum areas.</p>	<p>Throughout school develop the use of the EEF 5 a day approach to monitor adaptations made for children and the impact this has on learning.</p>	<p>2 & 4</p>
<p>High quality training for ECTs to ensure high quality teaching in all year groups.</p>	<p>‘There is a strong evidence base to indicate that when teachers are given more support and time to embed their learning this will help to ensure Quality First Teaching is happening in every classroom.’ Government Guidance for ECTs</p>	<p>2 & 4</p>
<p>Level 3 Speech, Language and Communication Advanced Course. (Speech and Language UK (previously I CAN)) £576 per candidate.</p>	<p>EEF highlights that there is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted speech and language support can be effective in narrowing the gap. The school has had previous success in using I CAN strategies and the charity is dedicated to giving</p>	<p>1 & 6</p>

	children speech and language skill so they aren't left behind.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£11678.91**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS and KS1 children accessing a range of CL support packages;</p> <ul style="list-style-type: none"> • EALIP • Black Sheep Narrative • Time to Talk • Individual speech and language targets. <p>LSA 1 full day out of class delivering communication and language programmes to children most in need. £3621.15</p> <p>EYFS teachers tracking communication and language development using EALIP</p> <p>Oak Academy in place across school, use of the speaking and listening section of the programme consistently from Rec – Y6.</p>	<p>Studies that purposively sample schools and nurseries working with socially disadvantaged families have reported prevalence of language difficulties of 30% to 50% in preschool children (3 to 5 years). (Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds P19 EEF)</p> <p>EALIP is a structured language program designed to support children who are learning English as an additional language. EALIP activities are stimulating and engaging and support children through addressing specific grammar weaknesses and builds English language acquisition. Bilingual and Traveller support assistants can deliver the EALIP intervention during buy back support time.</p> <p>Oak provides a structured approaches to the teaching of reading and writing across school that embeds speaking, listening and high quality vocabulary across all keystages.</p>	1
<p>Introduce a fine motor skills intervention group.</p>	<p>Children join school with poor gross and fine motor skills which is delaying their ability to write.</p>	2 & 3



<p>Nursery to access the move to write program and this be fed through into Reception as well.</p> <p>Oak handwriting scheme introduced across school, joining from Y2 onwards.</p> <p>Staff to implement strategies from LSA writing courses in each keystage and disseminate learning to other year group teachers and staff.</p> <p>Provide elements for writing in all areas of the provision in EYFS.</p> <p>Adults modelling writing.</p> <p>Provide examples of writing for children to look at.</p> <p>Lots more story telling activities with elements of recording – using the Talk through Stories approach from Ruth Miskin (RWI).</p> <p>Pre-writing activities out every week</p> <p>Implementation of RWI, resources and training for all EYFS staff.</p> <p>Development of speaking and listening with continues provision.</p> <p>Time to talk group work</p> <p>Early Excellence CPD to leaders in EYFS and Y1</p>	<p>In The last three years writing at expected level at the end of reception has been hovering around 50% with only 8pprox.. 14% of disadvantaged children attaining ELG in previous years.</p> <p>Profile scores in 2024 showed 50% of children achieve GLD(14 out of 28 children). In 2023 37.5% of pupil premium children achieved GLD (3 out of 8 children). In 2024 all 8 Pupil Premium children fail to achieve GLD.</p> <p>Talk through stories is designed to extend and deepen children’s vocabulary so that they can understand the books they will soon be able to read for themselves. Time is not on their side. That is why it is so important to plan specifically and systematically – step by step – to develop their vocabulary. (Ruth Miskin Website)</p>	
<p>Smart moves motor skills development programme for Rec – KS2</p>	<p>Smart moves is used in response to meeting the needs of children with motor co-ordination difficulties.</p>	<p>3</p>

<p>Whole school handwriting scheme to be introduced.</p>	<p>Oak academy handwriting which follows the same formation patterns as RWI and lead into joining at Y2 for children who are able. Also sits alongside the English teaching already taking place as it comes from the same scheme.</p>	
<p>Improve attainment for all PP pupils with a focus on high attainers.</p> <p>Focus for sessions to be decision of class teacher.</p> <p>Weekly small group sessions in reading, writing and mathematics for higher attaining pupils and targeted intervention for identified children with experienced teachers/STAs in addition to Quality First Teaching standard lessons.</p> <p>All lessons involving challenges to stretch the High attainers. (L) (M)</p> <p>HA support work 3 x 1hr weekly £1657.89</p> <p>SF – Writing club to develop more able writers.</p>	<p>High ability pupils eligible for PP are making marginally less progress than other higher attaining pupils across Key Stage 1 in reading, writing and mathematics. We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with some ‘aspirational’ interventions such as talks/ workshops from successful authors. Standards’.</p>	4
<p>Accelerated Reader for PP children struggling with comprehension and fluency.</p> <p>Extended to 60 licenses to cover Y3 and Y4 access to push for fluency before UPKS2</p> <p>Early Star Read – 30 Licenses available for Y1 and Y2 where needed for individuals.</p> <p>£4805.01</p>	<p>Due to many of our children struggling with speech and language on entry, this then can lead to many struggling with early reading and comprehension skills. In the UK, recent evaluations of programmes that have included a focus on teaching reading comprehension strategies have not found such an extensive impact, though there is evidence that children from disadvantaged backgrounds may benefit more.</p>	4
<p>Embedding RWI Phonics across school to develop Early Reading and Fluency.</p>	<p>EEF (Oct 22) stated there is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months’ additional progress in reading, In</p>	4

<p>Read write inc – Fresh Start implement in Y5 and Y6 weekly access for children struggling with reading and writing.</p> <p>RWI Fast Track tutoring in YR, 1 and 2 AT 2 hours a week £1105.26</p> <p>1-1 tutoring across school by LSAs.</p>	<p>addition there evaluation also found a positive impact of Read Write Inc. Phonics on pupils’ phonics outcomes, equivalent to 1 month’s additional progress. This was the average impact for pupils who received the programme for one year</p> <p>The FS pupils in the intervention group made more progress in literacy than the control group after 22 weeks. The overall effect size was +0.24 in terms of the gain between the scores in the test before the intervention (the pre-test) and the test after the intervention (the post-test). This is equivalent to approximately 3 months of additional progress in reading age.</p> <p>The Fast Track Tutoring programme, part of Read Write Inc. Phonics, provides targeted support for children who are in the lowest progress group and need extra daily practice in reading sounds and words. The lowest 20% of children are identified from our rigorous assessments and targeted for daily one-to-one tuition to help them “keep up, not catch up”. EEF (Oct 22) found that children in Read Write Inc. Phonics intervention group made the equivalent of 1 additional month’s progress in reading, on average, compared to children in control schools</p>	
<p>Mastery Learning in mathematics</p> <p>Maths small group pre-tutoring</p> <p>Mathletics and Prior to this Mathseeds across school.</p> <p>Move to Master the Curriculum to support teaching of whiterose in a consistent approach across keystages. £489.60</p>	<p>Every child has the potential to become fully numerate.</p> <p>Deeper learning is engrained into the very fabric of white rose maths. Children first of all ‘master’ a step, securing the knowledge in their long-term memory, before moving onto the deeper learning resources.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF Sep 2021)</p>	2
<p>To improve reading fluency and comprehension</p>	<p>Due to many of our children struggling with speech and language on entry, this then can lead to many struggling with early reading and comprehension skills. In the UK, recent evaluations of programmes that have included a focus on teaching reading comprehension</p>	1,2 & 4

<p>Toe by Toe / snip or Reading by Sight with identified children.</p> <p>Daily and whole class planned reading from EYFS – Y6.</p> <p>Reading comprehension groups and differentiated guided reading groups across KS2 daily.</p> <p>YORK assessments for bottom 20% PP children to assess gaps and then address.</p> <p>Extra 1:1 reading DIS children provided by class LSA.</p> <p>Whole class guided reading using Oak academy.</p> <p>Small group daily guided reading programmes EYFS - Y6</p> <p>Intervention programme for RWI intervention, Fresh Start, Fast Track and Tutoring.</p> <p>Lunchtime/ Before school reading clubs.</p>	<p>strategies have not found such an extensive impact, though there is evidence that children from disadvantaged backgrounds may benefit more.</p> <p>Renaissance Learning (Jan 2018) States that 15 minutes reading a day is the ‘magic number’ at which students start to see substantial positive gains. On average 54% of students read for less than 15 minutes a day and only 1 in 5 students read 30 or more minutes a day. Introduction of varied daily opportunities for pupils to read means all children will access 15 minutes minimum a day.</p> <p>Whole class guided reading ensures children are are exposes to high quality texts with varied vocabulary. It also provides a shared experience and develops a community of readers. (HFL Education March 2024)</p> <p>(EEF Feb 2018 Blog) review of whole class guided reading highlighted that while there are benefits to comprehension, vocabulary and engagement with varied text, This exposure without the opportunity for practise of skills to develop fluency might ‘miss the mark’. As such we have kept differentiated guided reading groups as well to ensure practise for fluency and exposure occurs for all PP children.</p>	
<p>To increase engagement in homework</p> <p>Planned and focused activities with clear status</p> <p>Short focused tasks relating directly to what is being taught that week.</p> <p>Homework club weekly, targeting PP children</p> <p>Online access to programmes for parental interaction:</p>	<p>The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.</p> <p>Effective homework is associated with greater parental involvement and support. (EEF)</p>	<p>5 & 6</p>



Mathletics, Seesaw, TTRS, Ruth Miskin Portal		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42453.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance action plan 2024-2025</p> <p>Attendance Team to monitor and implement strategies and analyse data. Targeted approach to improving attendance of persistent absence children who are PP.</p> <p>Daily monitoring of attendance and contacting of parents where PP pupils are identified as having attendance issues.</p> <p>Promote good attendance; incentives rewards.</p> <p>Actively target PP children, engage with parents and invite to Breakfast club.</p> <p>Free School Meals £13624.20</p> <p>Governor assigned to attendance.</p> <p>Analysis of attendance of PP data and non-comparatives Summer 2024.</p> <p>In school attendance team set up – procedures, practise and policies reviewed in Autumn 2023.</p>	<p>We can't improve attainment for children if they aren't attending school.</p> <p>OFSTED briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance Matters document- absence increases the chance of pupils falling behind in their learning and progress made.</p>	<p>5</p>

<p>Regularly review at governors meetings – set up link governor.</p>		
<p>Development of PRAISE acronym to develop schools core values.</p> <p>Weekly assemblies and class worships</p> <p>Praise rewards for behaviour – team rewards built on for termly prizes across school.</p> <p>Relax kids</p> <p>Drawing and Talking 1 afternoon a week. £1381.58</p> <p>Decider skills weekly sessions in KS1 and KS2. 1 hour a week £482.82</p> <p>Daily Lego therapy sessions. (7 hours a week by 2 staff) £3868.41</p> <p>Gardening club</p> <p>Lunch Clubs</p> <p>Carlisle school counselling service for individuals who need support – 6 weeks at a time. £2000</p>	<p>To meet the responsibility for ensuring that children are readily prepared to learn and achieve positive social emotional development.</p> <p>Children raised in economically disadvantaged environments are approaching the beginning of compulsory education at serious risk for developmental difficulties and school failure and are in need of early interventions. (Berk & Winsler 1995)</p>	<p>6</p>
<p>Ensuring all children have access to all educational visits and outings in school.</p>	<p>To ensure all children have the same opportunities and experiences, under the equality act.</p>	<p>5 & 6</p>

<p>£3,800</p>		
<p>Swimming instruction lesson fees for Y2 and Y6</p> <p>£140</p>		
<p>Participation in outdoor adventure learning at Forest School.</p> <p>£3341 (13x £257)</p>	<p>Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>5 & 6</p>
<p>To provide counselling/ emotional interventions for targeted complex cases.</p> <p>Support for parents with children with emotional/ behaviour issues.</p> <p>In school outreach through appointment of Wellbeing LSA in school. £2763.15</p> <p>Health and wellbeing officer in role in school. £11052.60</p>	<p>Some of our children arrive in school with very real anxieties/ emotional problems and built up anger.</p> <p>Before they can learn they must learn how to deal with their emotions.</p> <p>Parents need support to help their children manage their behaviour and emotions.</p> <p>Provide instant outreach opportunities for children struggling with SEMH difficulties and/or difficult home situations. By prioritising SEMH support in schools, we create an environment where children and young people feel safe, valued, and empowered. Support helps them navigate challenges, build resilience, and develop essential life skills, such as self-awareness, emotional regulation, empathy, and positive relationships. – Boxall profile (June 23)</p>	<p>5 & 6</p>



<p>To increase the variety of enrichment opportunities on offer, including enhanced use of external provision and expertise, to subsidise access to these opportunities and to better promote engagement with enrichment outside of school.</p>	<p>Evidence suggests that varied enrichment activities can impact on attainment for children. Though arts participation in particular can lead to increased attainment across the curriculum. Further potential benefits of increased participation in enrichment revolve around improved mental health, cultural capital, fit and healthy lifestyle, school representation, further advanced learning, and access to for broader networks and social benefits.</p>	<p>2,6 &7</p>
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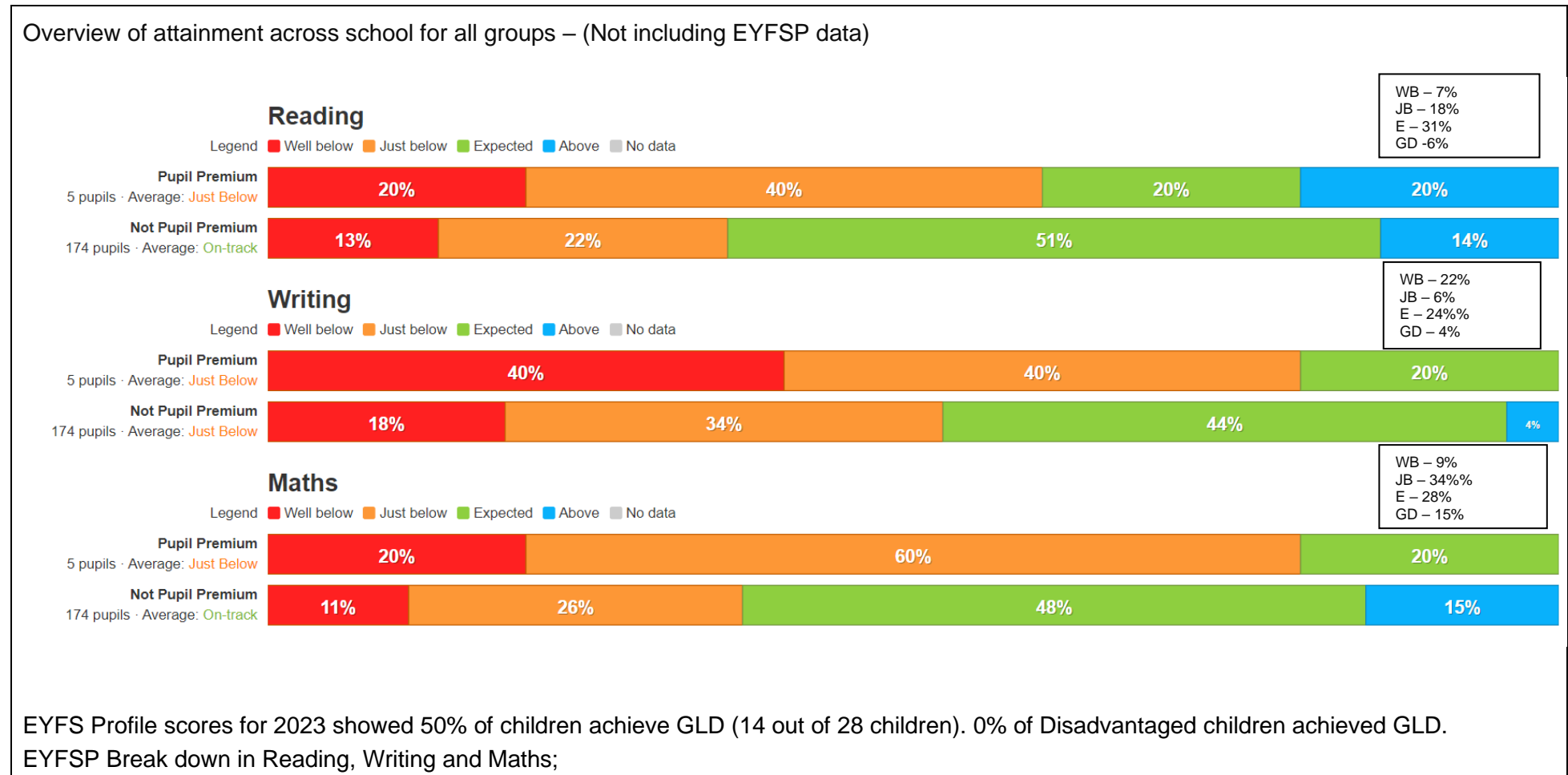
Total budgeted cost: £



Part B: Review of outcomes in the previous academic year

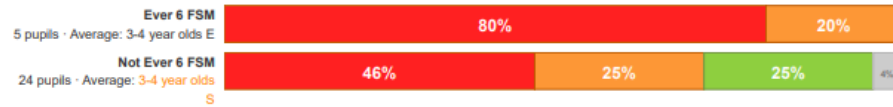
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.



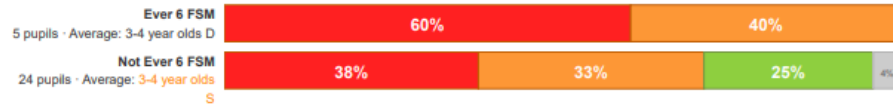
Writing

Legend Well below Just below Expected Above No data



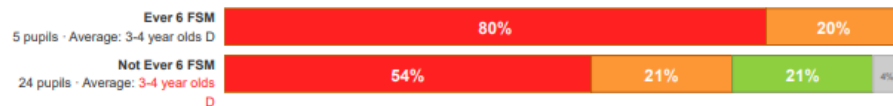
Comprehension

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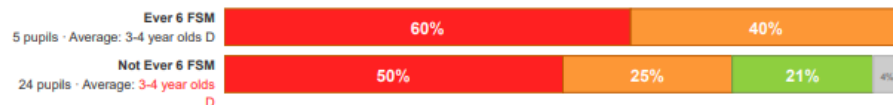
Word Reading

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Number

Legend Well below Just below Expected Above No data



Numerical Patterns

Legend Well below Just below Expected Above No data



Gaps appear to be narrowing in Key stage 1 and Keystage 2 but widening in EYFS. Focussed intervention in Nursery and Reception will hopefully support the narrowing of this growing gap in the coming year. Additional support in Y1 for children to support disadvantaged pupils to provided additional support for Disadvantaged pupils. Additional support in Y2 for PP children in phonics to improve attainment in Reading and PSC 2025. Focus on support for PP children in writing where the gap is biggest in KS2.

Conclusion;

- Attendance to be closely monitored and parents supported to get children into school regularly and on time. Internal attendance team set up in school for close monitoring.
- The SENCO observes the interventions termly to ensure the quality.
- Insight used to be able to track and monitor impact of interventions.
- Gaps are narrowing by the end of KS2 but earlier interventions are needed to try to narrow the gap more by the end of KS1 and EYFS.
- SENCO and Head to plan interventions and delegate staff, review and monitor termly.
- Pupil progress meeting to identify Disadvantaged and ensure class teachers has appropriate arrangements in place to support.

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
RWI Spelling	Ruth Miskin
Life to the Full	Ten:Ten
The way the Truth and the Light / Vine and Branches	TERE
PE scheme	Get, Set For Education
Master the Curriculum	Master the Curriculum