



St Bede's

Catholic School
& Sixth Form College

PUPIL PREMIUM POLICY & PLAN

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Date:	
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The Gospels of Christ contain the values upon which St Bede's Catholic School and Sixth Form College is founded;

Mission Statement

The school is a Catholic school and as such the aims within it are to create an atmosphere of Catholic value, attitudes, practice and knowledge such that all children will have the opportunity for their faith to be nurtured. Thus they will be able to widen and deepen themselves as people in preparation for this life and for the life to come.

*Catholic: from the Greek Katholikos meaning 'universal'
Universal: concerning or relating to everyone in the world.*

St Bede's Catholic School and Sixth Form College aim to: -

"Provide the very best educational experience for each individual student within a Catholic context through developing our community as Christians, learners, teachers and students."

Principles

Every child with his/her individual needs and gifts is a unique gift from God. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. This is an essential, integral part of the spiritual development of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The student premium is a Government Initiative that assigns additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these students in reaching their potential. The funding is allocated to the following groups of students:

- Looked After Children - who have been continuously looked after for the past six months, or who have left care under a Special Guardianship or Residence Order (**£2,345**)
- Adopted Children - who are adopted from care under the Adoption and Children Act 2002 (**£2,345**)

Please note: some aspects of this funding is held centrally by the LA at the discretion of the Virtual Headteacher responsible for LAC.

- Free School Meals (FSM) - who are currently in receipt of free school meals (FSM) (**£955**)
- Ever 6 - who have been in receipt of free school meals (FSM) at any point in the past 6 years (**£955**)
- Service Children - for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (**£310**)

The Government does not instruct schools how they should spend this money; it is not ring-fenced and schools 'are free to spend the student premium as they see fit' (DfE 2011). The Government however is clear that schools will need to employ strategies to raise the attainment of disadvantaged students of all abilities to reach their potential and support children with parents in their regular armed forces. Schools will be accountable for closing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of students who receive the student premium compared with their peers.

Provision

In order to meet the above requirements, the Governing Body of St Bede's Catholic School and Sixth Form College will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all students. As part of the additional provision made for students who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged students are adequately assessed and addressed on a regular basis. In making provision for socially disadvantaged students, the Governors of the school recognise that not all students who receive free school meals will be socially disadvantaged. The Governors also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged. Provision may include:

- Attendance support.
- Raising literacy levels across the school.
- Raising numeracy levels across the school.
- Additional learning support.
- Homework sessions.
- Mentoring programmes.
- Counselling support
- LAC tutoring
- Provision of materials to support educational outcomes.
- Support the funding of enrichment activities and educational visits.
- Provision of revision materials for disadvantaged pupils.
- Support the funding of specialist learning software.

Reporting

It will be the responsibility of the Headteacher, to regularly keep the Governing Body abreast of the progress being made to narrow the gap for socially disadvantaged students. The Governing Body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged students, in comparison with both local and national data. The Governors will ensure that the Pupil Premium Policy and Plan is published annually so that all stakeholders are aware of how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged students. We use the Education Endowment Fund to research key strategies that we feel would benefit our school context the most and have tiered our approach for 2020-2021 under three categories including: Teaching Strategies, Targeted Intervention and Wider Strategies.

Success Criteria

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged students and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

Core Objectives

1. **Potential:** to employ strategies to ensure the full potential of PP students is realised.
2. **Literacy & Numeracy:** to improve the reading age of PP students whose reading age is below national average.
3. **Engagement:** to address the attendance gap between PP and non-PP students.
4. **Curriculum:** to improve curriculum engagement and academic achievement of PP students.

5. **Opportunities:** to ensure that financial limitations on a student's context never limits their ability to grow academically, socially or spiritually.
6. **Lockdown:** to employ strategies to support students following lockdown and the impact of Covid.

Conditions of grant

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year (April to March). PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- supporting children and young people with parents in the regular armed forces.

The grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school;
- for the benefit of students registered at other maintained schools or academies;
- on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of students at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in a financial year; some or all of it may be carried forward to future financial years.

Educational barriers to achievement

Whilst it is accepted that all students are individuals and may face complex barriers to their educational achievement, some may:

1. Struggle to attend regularly and some may be persistently absent.
2. Struggle to manage their behaviour.
3. Need extensive pastoral support for a variety of reasons.
4. Struggle with the increased complexity of organisation with a secondary environment and increased demands for independent work.
5. Face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.
6. Need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework.
7. Need individual tuition and/or teaching in small groups to enable them to achieve.
8. Have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential.
9. Have low levels of literacy and numeracy which impedes their learning and their confidence.
10. Lack access to the internet and the use of computers to support their studies.
11. Lack space to study with adult support.
12. Need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
13. Face significant challenges in terms of resources to access school and their curriculum.
14. Not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.
15. Access to learning during lockdown and the impact from Covid-19.

In addition to this, it is recognised that all pupils need the highest quality of teaching in every classroom.

How the Pupil Premium Funding was spent in 2019-2020

2019-20 Pupil Premium Allocation	
Total Funding	£196,000

Pupil Premium Expenditure Budget 2019-2020	Support / Action / Intervention	Outcomes	£'s
Literacy / Numeracy Support	Students received extra support in Literacy and Numeracy to focus on student achievement to ensure they reached their potential.	Strategies in place, such as Read, Write Ink to provide support for Literacy. Additional numeracy support in place.	£10,000
Student Welfare and Development Managers	Further development of the Student Support model was adapted to provide dedicated Welfare and Development Managers across the Key Stages. They are responsible for the attendance, behaviour and welfare of all students.	Close monitoring and direct intervention of PP students to address any attendance, behaviour or welfare issues acting as a barrier to learning in order to ensure appropriate levels of progress. This level of care was extended throughout lockdown linked to remote learning. More focussed approach with PP students ensuring a deeper understanding of the personal issues concerning individuals and the impact on their progress. Ensuring appropriate support strategies (both internal and external) are implemented for PP students where issues have been identified.	£30,000
Student Progress and Development Managers	Student Support model has been embedded to provide dedicated Progress and Development Managers across the Key Stages. They are responsible for the attainment and progress of all students.	Close monitoring of PP student access to an appropriate curriculum model. Close monitoring of PP student progress across all subject areas. This level of care was extended throughout lockdown linked to remote learning.	£25,000

		<p>Focused and prompt intervention initiated for PP students where need is identified to ensure progress.</p> <p>More focused approach with PP students ensuring a deeper understanding of the personal issues concerning individuals, the impact on their progress and the best strategies to support them.</p> <p>Central monitoring ensures all PP students are supported across all departments giving parity across PP students' curriculum.</p> <p>Purchase of relevant equipment to support learning and progress.</p> <p>Focused attention upon monitoring the teaching and learning of PP students with a weekly focus.</p>	
Learning Support Assistants	Deployed in many different ways to support children who may have needed one to one support to achieve their potential.	Strategic deployment of LSAs to ensure PP students with AEN are supported with their individual needs i.e. physical, learning, social and emotional. This included students at EHCP and SEN Support level.	£25,000
AEN support	Provided support to students and their families. Ensured that all AEN students could access the curriculum and provided support, information and advice to other members of staff.	Guidance and support offered by the Student Support Team in terms of AEN PP students. This included practical support, written and verbal guidance and external agency intervention e.g. ASD Team, Educational Psychology input and training.	£10,000
AEN additional support	Additional support for LAC students.	1:1 academic and emotional wellbeing mentoring with specialist tutor. Access to enrichment activities.	£3,000
School Counsellor	Support provided to students in need and their families.	90% of students receiving counselling input were PP. Bespoke input tailored to support	£15,000

		the individual needs of students in order to support their wellbeing and therefore their ability to function in an academic setting, engage in their learning and make appropriate progress.	
Alternative Curriculum support	Support to enable students to access their education at other educational establishments.	Students attending alternative provision; supported to access school through bespoke off-site intervention placements.	£6,000
Attendance Officer	Provided dedicated information regarding attendance for vulnerable students and those with particular attendance issues to help raise attainment and encourage participation across the school.	Close monitoring of PP students to address any attendance or issues acting as a barrier to learning in order to ensure appropriate levels of progress. This level of care was extended throughout lockdown. More focussed approach with PP students ensuring a deeper understanding of the personal issues concerning individuals and the impact on their progress. Ensuring appropriate support strategies (both internal and external) are implemented for PP students where attendance issues have been identified. Vital link as part of the St Bede's Home-School Partnership.	£5,000
Mentoring	Provided 1-to-1 support for students and cohorts of identified students to achieve their potential.	All Year 10 students have had an individual mentor allocated to support their development, especially during lockdown. Mentoring support has triggered further support. Progress Directors identify those PP who would benefit the most from additional support. Whole school staff involvement. Important home-school partnership in place too.	£8,000

Literacy Reading Package / Intervention programme	Accelerated Reader/Read, Write Inc. Carousel of reading every week in all year groups. Relevant and up to date, library books to foster a love for reading.	All relevant students access time during P4 to develop their literacy skills.	£7,000
Enrichment, Materials and Equipment	Financial support to students to fulfil curriculum needs by attending school courses and visits. Purchasing of materials and equipment needed to access subjects and to support disadvantaged students.	Students were supported through a financial contribution to be able to attend their compulsory Geography fieldwork, take part in Food Technology and other Educational visits until March 2020.	£16,000
Revision Sessions	Additional teaching to support attainment (especially pre-exam period)	Intervention groups have taken place in P4 to support students in Maths and English. Students have access to independent revision during P4B with resources provided from each academic area.	£3,000
Contribution to Music Tuition	Ensured students are able to access instrumental instruction irrespective of the cost.	Students able to access instrumental music lessons via an external agency.	£2,000
IAG Tutor	Targeted IAG for students. Providing high quality, impartial careers advice to cohort.	Providing support, advice and guidance for students within school.	£15,000
Other Expenditure			£'s
Departmental Intervention			£10,000
Extended Schools/Transition			£3,000
Staff Development and Training			£3,000

The above list is not exhaustive. As a school we strive to ensure the wellbeing of all our pupils, therefore we have funded the hardship cases and enrichment opportunities mentioned earlier, in addition to the provision listed in the above table. This outweighs the Pupil Premium funding received.

Overview of the school – 2019-20

Number of students and student premium grant (PPG) received	
Total number of main school students on roll	1200
Total number of students eligible for PPG as per allocation 2019-20	206
Amount of PPG received per student	£935
Total amount of PPG received	£196, 000

Impact of Pupil Premium Spending - 2019-20

Year	Ebacc			English & Maths Standard Pass			A8			P8		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Disadvantaged	23%	16%	N/A	50%	53%	N/A	43.2	44.9	N/A	-0.24	0.05	N/A
Non-disadvantaged	41%	35%	N/A	79%	74%	N/A	51.7	52.2	N/A	0.03	0.14	N/A

How we plan to spend the Pupil Premium Funding in 2020-2021

2020-21 Pupil Premium Allocation	
Total Funding	£193, 865
Distribution of funding- Tiered Approach	Teaching Priorities Targeted Academic Support Wider Strategies

Pupil Premium Expenditure Budget 2020-21	Support / Action / Intervention	Outcomes	£'s
Remote Learning Platform- Online Learning	All staff to be fully trained in the use of Microsoft Teams. Development of online learning platform. AF/AL delivery.	Staff to deliver online lessons and to upload resources via Teams. Use of assignments via Teams.	£8,000
Whole School Teaching & Learning- Lead Practitioner Role	To develop online learning across the school. To deliver whole school CPD in research-based best practice. To play a key role in raising teaching and learning standards through the quality of own teaching and by supporting the professional development of colleagues.	Up to date knowledge of pedagogy and educational research to inform classroom practice best suited to support the needs of PP students.	£8,788
Whole School CPD Rosenshine Principles in Action	Staff CPD to be focused upon the pedagogy of sequencing concepts and modelling, questioning, reviewing material and stages of practice.	All staff have been working on the Rosenshine's Principles in Action: The Workbook as part of their self-directed CPD. Engagement with academic literature to be able to best support the disadvantaged and AEN students within our care.	£300
Departmental In-House Subject Knowledge Opportunities	We have a number of staff that are lead examiners and markers within departments. Opportunities for staff to share their expertise to all department members within department time.	Enhanced subject knowledge. Discussion of relevant case studies to be able to make learning current.	£4850

		Opportunities for Walking Talking Mocks to showcase subject knowledge and relevant techniques for students.	
School Direct and ECT members of staff	Both SD and ECT's have allocated subject mentors and also whole school induction tutors to be able to support the development, especially given the national context linked to the Covid pandemic.	ECT- Opportunity during the course of this academic year to be part of the pilot for the Early Rollout of the Early Career Framework. High quality SD trainee and ECT training to engage and motivate all students including disadvantaged.	£10,497
Whole School Reading approach	Opportunities for whole school reading. Focus upon 'Disciplinary Literacy' to develop students' reading and comprehension skills by modelling the fluent reading of texts. Use of Tier 2 and Tier 3 vocabulary e.g. Frayer Model. Use of audio books to encourage listening.	Increased reading ages and comprehension levels.	£100
Mentoring	Provide 1-to-1 support for students and cohorts of identified students to achieve their potential. Tutoring 1: 3 ratio- groupings	Progress Directors will identify those PP students who would most benefit from additional support in the form of mentoring where necessary.	£7,500
Literacy Reading Package / Intervention programme	Accelerated Reader/Fresh Start Carousel of reading every lesson during P2 in all year groups. Relevant and up to date audio books and texts to accompany to foster a love of reading and literature.	All relevant students access time to develop their literacy skills. Bespoke package offered to individual students.	£4,500
Literacy / Numeracy Support	Students to receive extra support in Literacy and Numeracy to focus on student achievement to ensure they reached their potential.	Strategies in place, such as Fresh Start and Accelerated Reader to provide support for Literacy. Additional numeracy support in place.	£10,000
Contribution to Music Tuition	Students are able to access instrumental instruction irrespective of the cost.	Students able to access instrumental music lessons via an external agency.	£2,000

IAG Tutor	Targeted IAG for students. Providing high quality, impartial careers advice to cohort. CEIAG focus to support progression	Providing support, advice and guidance for students within school. 1:1 Progression Interviews and bespoke support offered to individual students.	£15,000
Online Parents' Evening	Opportunity to provide Parents' Evening online via School Cloud as part of our Covid Risk Assessment.	Increased engagement in Online Parents' Evening.	£700
Student Welfare and Development Managers	Further development of the Student Support model to provide dedicated Welfare and Development Mangers across the Key Stages. They are responsible for the attendance, behaviour and welfare of all students.	Close monitoring and direct intervention of PP students to address any attendance, behaviour or welfare issues acting as a barrier to learning in order to ensure appropriate levels of progress. More focussed approach with PP students ensuring a deeper understanding of the personal issues concerning individuals and the impact on their progress. Ensuring appropriate support strategies (both internal and external) are implemented for PP students where issues have been identified.	£27,300
Student Progress and Development Managers	Student Support model which provides dedicated Progress and Development Mangers across the Key Stages. They are responsible for the attainment and progress of all students.	Close monitoring of PP student access to an appropriate curriculum model. Close monitoring of PP student progress across all subject areas. Focussed and prompt intervention initiated for PP students where need is identified to ensure progress. More focussed approach with PP students ensuring a deeper understanding of the personal issues concerning individuals, the impact on their progress and the best strategies to support them.	£18,000

		Central monitoring ensures all PP students are supported across all departments giving parity across PP students' curriculum. Purchase of relevant equipment to support learning and progress.	
Learning Support Assistants	Deployed in many different ways to support children who may have needed one to one support to achieve their potential.	Strategic deployment of LSAs to ensure PP students with AEN are supported with their individual needs i.e. physical, learning, social and emotional. This includes students at EHCP and SEN Support level.	£11,000
AEN support	Provided support to students and their families. Ensured that all AEN students could access the curriculum and provided support, information and advice to other members of staff.	Guidance and support offered by the Student Support Team in terms of AEN PP students. This may include practical support, written and verbal guidance and external agency intervention e.g. ASD Team, Educational Psychology input and training.	£10,000
AEN additional support	Additional support for LAC students.	1:1 academic and emotional wellbeing mentoring with specialist tutor. Access to enrichment activities.	£3,000
School Counsellor	Support provided to students in need and their families.	Bespoke input tailored to support the individual needs of students in order to support their wellbeing and therefore their ability to function in an academic setting, engage in their learning and make appropriate progress.	£6,330
Alternative Curriculum support	Support to enable students to access their education at other educational establishments.	Students who may need to attend alternative provision; supported to access school through bespoke off-site intervention placements.	£6,000
Attendance Officer	Provide dedicated information regarding attendance for vulnerable students and those with particular attendance issues to help raise attainment and encourage participation across the school.	Close monitoring of PP students to address any attendance or issues acting as a barrier to learning in order to ensure appropriate levels of progress.	£5,000

		More focussed approach with PP students ensuring a deeper understanding of the personal issues concerning individuals and the impact on their progress. Ensuring appropriate support strategies (both internal and external) are implemented for PP students where attendance issues have been identified.	
Enrichment, Materials and Equipment	Financial support to students to fulfil curriculum needs by attending school courses and visits. Purchasing of materials and equipment needed to access subjects and to support disadvantaged students.	Students may be supported through a financial contribution to be able to access their curriculum areas e.g. Food Technology and to attend compulsory educational visits.	£16,000
Revision Sessions	Additional teaching to support attainment (especially pre-exam period)	Intervention group to take place in P4 to support students in Maths and English. Bespoke intervention after-school. Students will have access to independent revision during P4B with resources provided from each academic area.	£3,000
Other Expenditure			£'s
Departmental Intervention			£10,000
Extended Schools/Transition			£3,000
Staff Development and Training			£3,000

As always, the above list is not exhaustive. As a school we strive to ensure the wellbeing of all our pupils, therefore we will continue to fund the hardship cases and enrichment opportunities mentioned earlier, in addition to the provision listed in the above table. This outweighs the Pupil Premium funding received.

Overview of the school – 2020-21

Number of students and student premium grant (PPG) received	
Total number of main school students on roll	1219
Total number of students eligible for PPG as per allocation 2020-21	252
Amount of PPG received per student	£955
Total amount of PPG received	£193, 865

Year 7 Literacy and Numeracy Catch-Up Premium

Number of students and Catch-Up funding 2019-2020

Total number of students (September 2019)	252
Total number of students eligible for Catch-Up funding (those students 95 or less on their scaled score for Reading, GPS and Maths)	28
Total Catch-Up funding	£14, 561

Nature of spending for 2019-2020

- Whole school literacy action plan. This included CPD delivered to all staff on 'Disciplinary Literacy'.
- Extra sessions in literacy delivered by trained Read Write Inc facilitator.
- Increased Literacy curriculum time for all students with reading score of below 100 (non-secondary ready).
- Use of Accelerated Reader programmes delivered by English staff.
- Maths groups taught in ability groupings, students with low SATs scores placed in the smallest groups.
- Reading Buddies- use of peer tutoring with 6th Form.
- Numeracy Buddies- use of peer tutoring with 6th Form mathematicians.
- HLTA taught small group to enhance numeracy skills.
- Numeracy Ninjas for all students in Year 7 to enhance basic memory facts.

- P4 additional Numeracy and Literacy activities e.g. reading and literacy including the 'Word of the Week' and increase in focus on 'Disciplinary Literacy'.
- Parental information for how best to support reading at home with Maths and English.

Impact for Y7 Catch-Up Students

	September 2019	September 2020	% Improved
English	23	10	57%
Maths	12	12	0%