

Pupil premium strategy statement St Bede's Inter-Church School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
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| Number of pupils in school | 944 |
| Proportion (%) of pupil premium eligible pupils | 18.43% |
| Academic year/years that our current pupil premium strategy plans to cover | 2024-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Alistair Day, Headteacher |
| Pupil premium lead | Courtney Hudson |
| Governor / Trustee lead | Andrew Day, Governor |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £209,215 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £209,215 |

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged students:

For all students, irrespective of their background or the challenges they face, to make good progress and achieve the best possible outcomes, particularly in EBacc subjects. We use the pupil premium grant to help raise the attainment of disadvantaged students of all abilities so that they can reach their potential. To meet this objective, we aim for all students to:

- Experience high quality teaching and make good progress
- Experience good levels of wellbeing
- Be included in all aspects of school life
- Acquire the knowledge and cultural capital they need to succeed in life

Have high academic/vocational/technical ambition and be ready for the next stage of education or training, with the knowledge and skills they need and qualifications that allow them to go on to destinations that meet their interests and aspirations

Experience a coherently sequenced curriculum which considers their starting points and is successfully designed and adapted to be ambitious, meet their needs and develop their knowledge, skills and ability to apply what they know and can do with increasing fluency and independence.

Students this strategy supports:

All students eligible for the pupil premium, including those eligible for free school meals, those who have been eligible in the last 6 years, looked-after and previously looked-after children. This includes eligible students who are already high attainers.

We also use the premium to support the needs of vulnerable students, such as those who have a social worker and young carers, regardless of whether they are currently eligible for the pupil premium.

Due to the focus on high quality teaching, the strategy supports all students across our school, regardless of whether they are currently eligible for the pupil premium.

The key principles of our strategy plan:

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for students whose education has been worst affected and through support for mental health.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes, raising expectations of what they can achieve
- Be alert and identify early where barriers exist or additional support is required
- Work in a joined-up way and use systems to ensure that provisions for individuals are evidence-based, targeted and reviewed
- Ensure disadvantaged students are challenged appropriately in the work that they are set
- Work proactively to encourage students to take up additional opportunities to enrich their school experience and raise aspirations
- Work with parents, carers and, as necessary, other professionals/specialist services to best to support disadvantaged students

Challenges

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

| Challenge number | Detail of challenge |
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| 1 Maths and numeracy | <p>On arrival at St Bede's, standardised baseline assessments show there is a gap between disadvantaged students' cognitive abilities, including in thinking with numbers, thinking with shapes and thinking with shapes and space, compared to their peers.</p> <p>In 2023, assessments on entry to Year 7 indicate a gap in quantitative, non-verbal and spatial cognitive ability scores compared to their peers (gaps of 11, 7, 12 points). This is also the case for Year 10 but the gaps are narrower (gaps of 10, 8, 10 points).</p> <p>In 2024, assessments on entry to Year 7 indicate a gap in quantitative, non-verbal and spatial cognitive ability scores compared to their peers (gaps of 9, 4 and 12 points). This is also the case for Year 10, who have 8, 13, 9.5 points difference.</p> <p>In 2025, assessments on entry to Year 7 indicate a gap in quantitative, non-verbal and spatial cognitive ability scores compared to their peers (gaps of 10, 15 and 14 points). This is also the case for Year 10, who have 10, 1, 6 points difference.</p> |

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| <p>2</p> <p>English and literacy</p> | <p>On arrival, standardised baseline assessments show that there is a gap in disadvantaged students' cognitive ability to think with words compared to their peers.</p> <p>In 2023, standardised baseline assessments on entry to Year 7 indicated a gap in verbal cognitive ability scores compared to their peers (gap of 11 points). This was also the case for Year 10 (gap of 12 points).</p> <p>In 2024, standardised baseline assessments on entry to Year 7 indicated a gap in verbal cognitive ability scores compared to their peers (gap of 10 points). This was also the case for Year 10 (gap of 11.5 points).</p> <p>In 2025, standardised baseline assessments on entry to Year 7 indicated a gap in verbal cognitive ability scores compared to their peers (gap of 13 points). This was also the case for Year 10 (gap of 11 points).</p> <p>A higher percentage of disadvantaged students arrive with reading ages below 9 years 6 months than other students.</p> |
| <p>3</p> <p>Additional needs</p> | <p>As of December 2025, 9.4% of students at St Bede's have an Education, Health and Care Plan (EHCP) and a further 7% of students require SEND support.</p> <p>For the 2025 cohort of Year 7s, 8.85% have EHCPs and a further 14.8% require SEND support.</p> <p>This compares to a national figure of 5.3% of students with EHCPs and 14.2% with SEND support in mainstream secondary schools in England. DfE (2024) Special educational needs in England, academic year 2023/24</p> <p>A disproportionately high number of students who are eligible for the pupil premium also have SEND: in 2025, 43.8% of pupils with an EHC plan and 39.3% of pupils with SEN support are eligible for free school meals in 2025.</p> |

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| 4 Attendance | <p>Nationally, in 2024-25 Pupils eligible for free school meals had an absence rate of 10.6% compared to 5.4% for pupils who were not eligible for free school meals. Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK</p> <p>Nationally, in 2022-23, just over one in five pupils missed 10% or more of their schooling (defined as 'persistent absence'). Pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent than their classmates. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/attendance-context</p> <p>Our attendance data shows that while attendance of students, as a whole, is higher than the national average, there is an internal gap between disadvantaged and other students. As of December 2024, students who are eligible for the pupil premium who have SEND needs have a disproportionately lower attendance than their peers.</p> |
| 5 Additional Barriers | <p>Student voice suggests that some students who are eligible for the pupil premium do not have access to a quiet space for learning, reliable technology or equipment for learning.</p> <p>Nationally, the Sutton Trust reported that 'In state schools, 38% of teachers said a third or more of their class were living in families facing considerable financial pressures which they felt are impacting on the children's ability to succeed in school. Cost of Living and Education 2022 - The Sutton Trust</p> <p>Where there is a lack of resources, this can also negatively impact student wellbeing, leading to increased stress, difficulty in maintaining focus and emotional regulation, anxiety and low self-esteem.</p> |
| 6 Behaviour | <p>Our behaviour data shows that a significantly higher number of students eligible for the pupil premium are on a behaviour action plan (BAS) to support their behaviour compared to with their peers.</p> <p>Nationally, the suspension rate for pupils eligible for FSM was more than four times that of pupils who were not eligible. Suspensions and permanent exclusions in England, Autumn term 2024/25 - Explore education statistics - GOV.UK</p> |

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| 7 Destination | <p>A small number of disadvantaged students do not stay in education or employment when they leave our school.</p> <p>All of our 2024 cohort of disadvantaged students moved onto a range of post-16 education, with 83% moving on to study A Levels.</p> <p>For 2025 school leavers, 97% of 33 disadvantaged students stayed in education or employment after Key Stage 4.</p> |
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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 |
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| High levels of progress among disadvantaged students. | <p>A positive average Internal Equivalent Measure* at KS4 showing students making more than expected progress.</p> <p><i>*Due to no KS2 data, progress cannot be measured by Progress 8 as it has previously. The Internal Equivalent Measure is a school measure comparing progress between teacher assessed grades, and their target grades</i></p> |
| Strong metacognitive and self-regulatory skills among disadvantaged students. | Teacher and student voice suggest disadvantaged students are able to plan, monitor and regulate their own learning and usually or always submit homework tasks. |
| Disadvantaged students have good levels of wellbeing and are involved in all aspects of school life and opportunities to build cultural capital, aspirations and resilience. | <p>Sustained high levels of wellbeing for disadvantaged students, demonstrated through student voice, parent/carer voice and teacher observations.</p> <p>Disadvantaged students participate in opportunities such as music tuition, trips, clubs and take up leadership opportunities such as being on the school senate.</p> |
| Students are ready for their next stage of education or training, with the knowledge and skills they need and qualifications that allow them to go on to destinations that meet their interests and aspirations. | <p>Destination data shows all disadvantaged students continue full time education or employment for at least two terms post-16.</p> <p>All disadvantaged students meet with a careers advisor where possible and students at risk of becoming not in</p> |

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| | education, employment or training are referred to a transitions advisor. |
| To sustain attendance for all students, particularly disadvantaged students. | To be in the top percentiles nationally for attendance of students eligible for free school meals. To compare favourably with local schools. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £104,607.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Continuing Professional development and learning (CPDL) in evidence-based approaches:</p> <ul style="list-style-type: none"> For 2025-6, offering the opportunity for all staff to complete the National Professional Qualification (NPQ) in leading teaching. Annual whole staff inset on high quality teaching and on different | <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' EEF (2025) 1. High-quality teaching EEF</p> <p>'These five teaching approaches are likely to broadly support all pupils, while particularly supporting many pupils with SEND.' Five a day: supporting high-quality teaching for pupils with... EEF</p> <p>'Closing the disadvantage gap means finding better ways to support students with SEND' EEF (2020) Special Educational Needs in Mainstream Schools</p> <p>'The quality of teaching is hugely important to the outcomes of young people, and great teaching can be learnt. Raising the quality of teaching</p> | 1, 2, 3, 4, 7 |

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| <p>aspects of SEND.</p> <ul style="list-style-type: none"> • TAs and other support staff invited to all CPDL opportunities. • A proportion of directed time allocated to faculty areas for subject-specific CPDL. • Membership of professional development organisations to raise and maintain expertise in subject specialisms and promote teaching practices grounded in research. <ul style="list-style-type: none"> • Membership of the National College for topical on-demand CPDL. • Additions to teaching and learning library. | <p>within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity (William, 2018)'. Via Coe et al (2020) Great Teaching Toolkit Evidence Review</p> <p>To avoid the most disadvantaged low attaining students from missing out on teacher interaction, we need to ensure TAs are sufficiently trained and prepared in terms of subject knowledge and basic pedagogy to be deployed to work with a variety of students in the classroom. EEF (2021) Teaching Assistant Interventions</p> <p>'There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged students and lower prior attainers than other students. Students require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.' EEF (2021) Teaching and Learning Toolkit: Feedback</p> | |
| <p>Recruitment and retention of teaching staff, including by:</p> <ul style="list-style-type: none"> • Recruitment, training and retention of subject specialist teachers • Leads/ coordinators for SEND, young carers, looked after | <p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.</p> | <p>1,2,3,4,5, 6, 7</p> |

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| <p>and post-looked after children, pupil premium, alternative provision.</p> <ul style="list-style-type: none"> • Time and training for formal programmes of mentoring / coaching for early careers teachers and trainee teachers. • Making leadership decisions and making best use of technology in ways which are mindful of teacher workload. | | |
| <p>Developing high quality teaching and a curriculum which responds to the needs of pupils, including by:</p> <ul style="list-style-type: none"> • Purchasing and using standardised assessments to establish a baseline, help identify students who need further support / challenge and monitor reading levels to ensure students can access the curriculum. • Continuing to embed use of the library as a place which inspires and | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct level/type of adaptations in class and additional support through interventions.</p> <p>'When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.' Diagnostic Assessment: Evidence Insights (EEF)</p> <p>'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these</p> | <p>1,2,3,4,5,7</p> |

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| <p>enables students to read fiction and non-fiction both as part of the timetabled curriculum and outside of lessons.</p> | <p>strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</p> <p>EEF (2021) Teaching and Learning Toolkit: Metacognition and self-regulation</p> <p>Low levels of vocabulary can impede students' wider life chances and mental health as well as their academic potential. OUP (2018) Why closing the Word Gap Matters: Oxford Language Report</p> | |
| <p>Technology and other resources focussed on supporting high quality teaching and learning, including subscription to Edukey Provision Map enabling staff to access key information about students' needs including outcomes and strategies, while enabling logging, tracking and reviewing provisions. This ensure we are making best use of funding.</p> | <p>'Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND.'</p> <p>EEF (2021) Special Educational Needs in Mainstream Schools</p> | <p>1,2,3, 5</p> |

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

Budgeted cost: £52,303.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Provision to support language development, literacy, and numeracy and wider attainment, including through:</p> <ul style="list-style-type: none"> • Extended library opening hours • Provision of books and equipment for learning: <ul style="list-style-type: none"> ▪ revision materials ▪ dictionaries ▪ art equipment packs ▪ laptops for students who need them for homework and/or class where beneficial. • Accessibility equipment such as headsets for tuition and microphones for dictation software. | <p>Nationally, in '2025, 25.6 % of disadvantaged pupils achieved grades of 5 or above in English and maths GCSEs. This is less than half of the proportion of non-disadvantaged pupils (52.8%).</p> <p>Key stage 4 performance, Academic year 2024/25 - Explore education statistics - GOV.UK</p> <p>Students who are eligible for the pupil premium can face barriers to academic success that are linked to a lack of resources, including a quiet place to study.</p> <p>Pupil Premium strategies: A guide for teachers - The Sutton Trust</p> <p>Homework has a positive impact (on average +5 months), particularly with students in secondary schools, and students eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that students from disadvantaged backgrounds are less likely to have a quiet working space and are less likely to have access to a device suitable for learning or a stable internet connection. These difficulties may increase the gap in attainment for disadvantaged students.</p> <p>EEF (2021) Teaching and Learning Toolkit: Homework</p> | <p>1, 2, 3, 4, 5, 7</p> |

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| <p>Mentoring</p> <ul style="list-style-type: none"> • Regular mentoring with a teacher where required. • An annual student review with a school leader using a coaching / mentoring approach to identify barriers, gaps and opportunities and work to solve these. | <p>'Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.' Mentoring EEF (2025)</p> | <p>1, 2, 3, 4, 5, 6, 7</p> |
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| <p>Interventions to meet the specific needs of disadvantaged pupils with SEND, including by:</p> <ul style="list-style-type: none"> • Adopting a range of evidence-backed interventions targeting reading, spelling and numeracy, across all years as required but with a focus on Year 7 students working below age related expectations on arrival. • A scheme aimed at older early readers struggling with decoding. • Monitoring and reviewing the impact of interventions for individuals and by scheme / strategy, making changes and needed. | <p>‘Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text.’ Reading comprehension strategies EEF (2025)</p> <p>‘Well-evidenced teaching assistant interventions can be targeted at students that require additional support and can help previously low attaining students overcome barriers to learning and ‘catch-up’ with previously higher attaining students.’ EEF (2021) Teaching and Learning Toolkit: Teaching Assistant Interventions</p> <p>‘ Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.’ ‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils. Lower phonological awareness can be contributed to by being exposed to fewer words spoken or books read in the home learning environment; or having fewer opportunities to engage in formal or informal learning opportunities outside of school. Schools should consider how to support reading in the home learning environment for all pupils.’ Phonics EEF (2025)</p> | <p>1, 2, 3, 5, 7</p> |
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| <p>One to one and small group after school tuition in subjects such as English, maths and science.</p> | <p>Studies in England have shown that students eligible for free school meals typically receive additional benefits from one to one and small group tuition. Tuition can enable students to make effective progress by providing intensive, targeted academic support which allows the tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each student's level of understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support students to spend more time on new and unfamiliar concepts, overcome barriers to learning and increase their progress through the curriculum.</p> <p>EEF (2024) Teaching and Learning Toolkit: One to one tuition</p> <p>EEF (2024) Small group tuition</p> | <p>1, 2, 3, 5, 7</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,303.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Supporting pupils' social, emotional and behavioural needs, including by:</p> <ul style="list-style-type: none"> • Talking therapies including via Centre 33 and Acorn • Mental health lead training for pastoral team | <p>There is evidence to suggest that cognitive behavioural therapy (CBT) can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy Youth Endowment Fund</p> <p>An Early Intervention Foundation report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression. Clarke, A, Sorgenfrei, M, Mulcahy, J, Davie, P, Friedrich, C, McBride, T (2021) Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation</p> | <p>4,5, 6</p> |

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| <p>Supporting attendance, including by:</p> <ul style="list-style-type: none"> • Embedding the DfE guidance Working Together to Improve School Attendance • Attendance Administrator supporting the Pastoral Team in improving attendance. | <p>Attendance ‘is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.’</p> <p>Nationally ‘The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.’</p> <p>‘At KS4, pupils not achieving grade 9 to 4 in English and Maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).’</p> <p>‘For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms, including crime (the proportion of children that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%.’</p> <p>DfE (August 2024) Working together to improve school attendance</p> | <p>1, 2, 4</p> |
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| <p>Extra-curricular activities, including sports, outdoor activities, arts, culture and trips, including by:</p> <ul style="list-style-type: none"> • Subsidising tuition in musical instruments and singing for disadvantaged students. • Subsidising and prioritising for trips and opportunities linked to the curriculum • Subsidising two residential trips during their school career to enhance cultural capital | <p>There is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education.' 'There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.' EEF (2021) Teaching, Learning Toolkit: Arts Participation</p> <p>As well as a potential positive impact on students' academic outcomes, there are a range of possible benefits to students taking part in arts, outdoor learning and cultural trips and events, for example social and emotional learning and broadening cultural capital.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> | |
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| <p>Communicating with and supporting parents, including by:</p> <ul style="list-style-type: none"> • Printing and posting annual reports for students eligible for free school meals. • Advertising community support such as holiday and food programmes. • Embedding and sign posting to the school website as a platform which is useful to parents/carers and enables two-way dialogue. • Disadvantaged student priority for information, advice and guidance on future paths. | <p>‘Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.’ EEF (2018) Working with parents to support children’s learning.</p> <p>‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’ Parental engagement EEF</p> | <p>1, 2, 3,4, 5, 6, 7</p> |
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Total budgeted cost: £209,215

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress:

The Progress 8 score is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally.

- In 2024, the average Progress 8 score for disadvantaged students was **+0.72** with a confidence interval of 0.08 to 1.35 (19 students included in published measure). This was higher than the average for non-disadvantaged students in England (0.16) and in the local authority (0.35).
- For the cohorts of 2025 and 2026, no statutory progress data is available, as these pupils did not sit Year 6 SATs due to the COVID-19 pandemic. Consequently, there are no official progress measures for these year groups (Department for Education, 2022).

Attendance:

- During the Autumn Term of 2025, attendance for free school meals students was 90%, placing St Bede's 3rd out of 35 schools in the local authority for FSM attendance. This demonstrates effective engagement and support for disadvantaged pupils, and we will continue to evaluate these strategies and adapt where needed. In comparison, whole-school attendance stood at 94.4%, ranking 4th out of 35 schools in the local authority, indicating that attendance across the school remains consistently high and compares very favourably with other local schools.
- In 2023-24, attendance of students eligible for free school meals was 88.7%, which was in decile 3 (the top 20-30% of schools nationally) and ranked 3 out of 34 local secondary schools. Students eligible for free school meals were in decile 3 for unauthorised absence (ranking 9 out of 34 schools locally) and decile 2 for persistent absence (ranking 2 out of 34 schools locally). There was an in-school gap.

Attainment:

The Attainment 8 score is a measure of GCSE attainment across 8 subjects).

- The 2024 cohort of disadvantaged students achieved an average Attainment 8 of 53.6. This was higher than the average for non-disadvantaged students in England (50) and in the local authority (51.9).

- The 2025 cohort of disadvantaged students achieved an average Attainment 8 of 41.2. This was higher than the national attainment 8 score for disadvantaged students (34.9).

English and maths:

- In 2024, 68.4% of disadvantaged students achieved Grade 5+ in both English and Maths, exceeding the national (55.8%) and local authority (53.1%) averages for non-disadvantaged students. At Grade 4+, 68.4% of disadvantaged students achieved both subjects, slightly below the national (74.8%) and local authority (72.7%) averages for non-disadvantaged students.
- In 2025, 34.4% of disadvantaged students achieved Grade 5+ in both English and Maths, while 56.3% achieved Grade 4+ in both subjects.

EBacc:

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBacc is: English language and literature, maths, the sciences, geography or history, a language.

- In 2024:
 - 57.9% of disadvantaged students were entered for the EBacc, exceeding both the national average for non-disadvantaged students (44.7%) and the local authority average (48.4%). 42.1% achieved Grade 5+, and 52.6% achieved Grade 4+, both higher than the corresponding averages nationally (21.6% and 29.7%) and locally (26.8% and 34.9%). The average point score was 5.17, above the national (4.46) and local authority (4.72) averages.
- In 2025:
 - 43.8% of disadvantaged students were entered for the EBacc. This was similar to the entry rate for non-disadvantaged students in England (45.0%) and higher than the national average, where 29.0% of disadvantaged students were entered. 15.6% of disadvantaged students achieved Grade 5+, while 25.0% achieved Grade 4+. The average point score (APS) for this cohort was 3.69.
- The vast majority of disadvantaged students were entered for geography and/or history; the number was lower for modern languages. The small cohort of disadvantaged students of which a relatively high proportion have education, health and care plans (EHCPs) means that sometimes studying the full EBacc is not the most suitable path so they are given the choice to focus on certain subjects most useful for the destinations that meet their interests and aspirations.

Exam entries per student:

- In 2025 disadvantaged students were entered for 7.5 subjects on average. This was similar to GCSE entry for non-disadvantaged students in England's state schools which was 7.6 and for the local authority which was 7.8

Involvement in wider aspects of school life:

- In the summer term of 2024, a similar number of pupil premium eligible students were signed up to extra-curricular activities to other students. Over two thirds of students eligible for the pupil premium students were signed up to at least one extra-curricular activity. The same was true specifically for students eligible for free school meals.

Destinations:

- Of the 2025 leavers 97% of 33 students stayed in education or went into apprenticeships or employment after finishing key stage 4. This is higher than the local authority (93%) and national (91%).

Self-regulation and metacognition:

- Success in this area is likely to show a quantitative impact in the results above.
- In a student voice survey in summer 2022, meta-cognition and self-regulation of disadvantaged students generally appeared comparable to other students. For example, a similar percentage of students said they agree they 'know what to do to if I need help in my learning', also that they 'understand how I learn' and that they 'spend time reflecting on their learning'. A higher percentage said they strongly agree that 'for the most part I enjoy my learning at school'.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
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Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The services premium is available so that school can offer pastoral support during challenging times, and to help mitigate the negative impact of family mobility, separation or parental deployment on service children.

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.