Pupil premium strategy statement

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	Bede Academy
Number of pupils in school	2026 (Primary inc. N/R 616, Secondary 1161, Sixth Form 249)
Proportion (%) of pupil premium eligible pupils	Primary 12.4%, Secondary 33.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2028
Date this statement was published	November 2024
Date on which it will be reviewed	October 2026
Statement authorised by	Andrew Thelwell, Principal.
Pupil premium lead	Shayne Elsworth, Head of School (Secondary). Helen Kennedy, Assistant Vice Principal (Primary).
Governor / Trustee lead	David Greenshields

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£471,400 (Primary £83,325, Secondary £388,075)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£388,075** N/A

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

As each person is made in God's image, and each is infinitely precious; it is just to seek equity, so that no individual remains disadvantaged.

Inspired by Christ who himself promoted equity and justice; we seek to do the same.

Our Pupil Premium strategy plan does not exist in isolation from the Bede Academy Development Plan. Our core belief is that all students, regardless of their background and life experience, can achieve highly and can be taught the confidence and range of skills needed to stand as equals in any circle, and for any opportunity. We expect every student to work towards securing ambitious curriculum goals across a broad range of subjects, including the arts and modern foreign languages.

Equity lies at the heart of our curriculum intent and eradicating disadvantage is a core priority.

High-quality teaching is at the heart of our approach to tackling disadvantage, with a focus on collaborative lesson design through the lens of the most vulnerable learner to ensure that all students, particularly those in vulnerable groups, are supported to attain highly.

We believe that the curriculum in its entirety, including the co-curriculum, is the right of every student and we work hard to eradicate barriers to access. We hope to take students beyond their own experience by creating transformational and inspiring opportunities.

We engage at a local and national level with leading thinkers in relation to tackling disadvantage in the classroom and apply research informed approaches to poverty proofing the curriculum. These include embedding metacognition, the explicit teaching of vocabulary, careful consideration of hinterland curriculum and developing effective use of feedback.

Whilst the curriculum and its effective implementation is at the heart of our approach to tackling disadvantage, we also use a range of *academic support* to enable students to catch up or to accelerate progress. These include 1-2-1 and small group tuition, and targeted short-term interventions as a response to diagnostic assessment.

Our approach to *wider support* is led by an acute understanding of the actual barrier's students and their families in our community are facing, rather than assumptions about the impact of disadvantage. We use a place-based theory of change to listen to, understand, and respond to the effects of disadvantage in our community, bringing local stakeholders together to act strategically for the good of the whole community.

Challenges

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

Challenge number	Detail of challenge
1	**Reading** In the secondary years a significant number of students have reading ages which are consistently below their chronological age and this gap widens as students' progress throughout the curriculum. Disadvantaged students are further behind chronological reading age than other students. It is widely believed that this is a core barrier to accessing the wider curriculum and correctly interpreting examination questions.
2	**Attainment particularly in English literature and maths** Disadvantaged students have a lower attainment profile than other students in secondary years. As a result, their attainment is lower and remains lower even where progress is at least in line with other students. There have been significant gains in progress in English and mathematics, but there continues to be a significant attainment gap. We will focus on narrowing this gap in the core subjects as well as in history and religious studies where the gap is most pronounced.
3	**Knowledge-based curriculum that responds to students needs** We will ensure that curriculum leaders carefully consider the key stage 3 curriculum to proactively identify potential barriers. We will consider what assumptions we make about prior knowledge and hinterland curriculum. We proactively plan to address this gaps in knowledge ensuring that curriculum design takes into account students lived experience to challenge assumptions and enhance cultural capital. The knowledge organiser and carefully crafted tier 3 vocabulary progression with support this.
4	**Participation (including attendance)** There is a marked difference in the proportion of disadvantaged students taking part in cocurricular opportunities compared to their peers. As a result, students do not have opportunities to build their confidence and social skills and research suggests these students are less likely to go to university. Rates of attendance for disadvantaged students is lower than other students. Historically there has been a disproportionate number of persistently absent students from disadvantaged student groups.
5	**Promoting resilience and wellbeing (including behaviour)** Students from disadvantaged backgrounds are more likely to be persistently absent, suspended or be receiving mental health support. We want to proactively support students to better mental health and resilience. We also want to ensure that all staff understand and comprehend the relationship between academic achievement, resilience and self-esteem.

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
Reduction in the difference between reading age and chronological age. Increase the scale of reading intervention to ensure that all students in need of reading intervention have access to it.	**75% students with reading age at or above chronological age.** **100% students with below average or low reading SS engaged in appropriate intervention.**
Increase PP progress in English to demolish the gap between PP and non-PP students attaining 4+ and 5+ in English. Increase PP progress in maths to reduce the gap between PP and non-PP students attaining 4+ and 5+ in maths.	**0% gap between the proportion of PP students attaining 4+ and 5+ in English compared to non-PP.** **10% gap between the proportion of PP students attaining 4+ and 5+ in maths compared to non-PP.**
Reducing the difference between the proportion of students who are secure, particularly EN, MA, HI, PT. All subjects utilise PP student voice to review the key stage 3 curriculum to identify and respond to assumed knowledge.	**0% gap between the proportion of PP students secure the Key Stage 3 curriculum compared to non-PP.** **100% of subjects engaged in systematic review of assessment and student voice to inform curriculum design.**
PP student's participation in cocurricular, house events and personal challenge (DofE and residential) at least in line with non-PP. Reduction in the number of persistently absent students, particularly PP.	**85% PP (85% non-PP) students in cocurricular** **85% PP (85% non-PP) students in house events** **75% PP (75% non-PP) students in personal challenge** **< 24.7% PP students persistently absent.**
Reducing the proportion of suspensions that are required of PP students. All staff understand and comprehend the relationship between academic achievement, resilience and self-esteem.	**50% (or fewer) of all suspensions attributed to PP students.** **Proportion of PP students who report positive relationships with adults in the academy is at least in line with non-PP.**

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: £ *194,037*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that every subject has clearly defined tier 3 vocabulary, embedded in key stage 3 lesson design. Use of CPD staff development time to ensure curriculum planning an focus on literacy. Embed a high-quality cultural reading programme across key stage 3, including professional development for tutors to support teaching of reading. Take part in the EEF reading fluency trial with Shotton Hall to increase fluency in reading in year 7.	*LITERACY* Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Oxford Language Report Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	1, 2
Develop staff understanding of formative and summative assessment strategies, including high quality feedback and checking for understanding in the classroom. Developing effective feedback policy to ensure high quality feedback is embedded in day-to-day practice	*FEEDBACK* Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback | EEF (educationendowmentfoundation.org.uk)	2, 3
Continued professional development to ensure teachers are skilled in adapting teaching to meet the needs of individual students. Establishing a shared language of high expectations for all students (esp. re setting and ability).	*CPD* Sharples, J. Slavin, R. Chambers, B. and Sharp, C. (2011) Effective classroom strategies for closing the gap in education achievement for children and young people living in poverty, including white working-class boys, London; Centre for Excellence and Outcomes in Children and Young People's Services (C4EO)	1, 2, 5
Use the support of trust leads to coach teachers and improve quality of teaching.	*TEACHING* The best available evidence indicates that great teaching is the most important	2, 3

CPD focus on adaptive teaching, including effective use of support and interventions in lessons. Ensure that leaders take account of students lived experience in curriculum design. Ensure that lessons are suitably adapted and scaffolded to support the learning of low attaining students and those with SEND. Training for LSAs in practical strategies to scaffold live in lessons and enable students to independently access the curriculum.	lever schools have to improve pupil attainment. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	
Collaborative planning to reduce ins-school variation and improve overall quality of teaching. Evaluate students' prior knowledge and that assumed in curriculum planning to ensure students are supported to develop their hinterland curriculum.	*CURRICULUM* Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months). Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 3
Embed the use of Sparx maths for online homework and independent learning Embed Pupil Progress as a tool for students parent and teachers to engage with and respond to QLA.	*IT PROVISION* The effectiveness of technology-supported personalised learning in low- and middle-income countries: A meta-analysis. Louis Major, Gill A. Francis, Maria Tsapali https://bera-journals.onlinelibrary.wiley.com/doi/10.1111/bjet.13116	2, 4

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

Budgeted cost: £ *97,019*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia reading intervention to support comprehension and vocabulary.	*READING*	1, 2

Peer mentoring for reading comprehension and fluency with year 10 & 12 supporting year 7 & 8. Establish Lexonik phonics as a small group intervention for students with reading age significantly below chronological age. Reading interventions for disadvantaged students with low reading age including RWI Fresh Start.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	
Regular RAG meetings run by principal/SLT, pastoral teams and HOD's to discuss attainment and progress and establish targeted intervention. Raising standards (data) meetings focussed on key underperforming student groups with short term interventions and measurable outcomes.	*LEADERSHIP* In a Meta-Analysis of Data-Driven School Leaders and School Effectiveness in the 21st Century there is demonstrable link between leaders effectively using data to drive up standards and improve outcomes for students. https://orcid.org/0000-0001-8039-6196	2
Targeted drop-down days to provide targeted small group support to improve the outcomes in open basket subjects. Ensure that personal development curriculum develops student's ability to prepare for examination. Holiday revision sessions. Regular afterschool intervention sessions, extending school time. Pre- exam (same day) key messages to support the social, emotional needs and build confidence.	*METACOGNITION* Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment. Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	2
Develop a more stringent approach to homework and independent study	*HOMEWORK* Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2
Utilise range of interventions to raise aspirations including: HAPP Count me in, The Elephant Group, NU Foundation, Girls Network and Boys Network.	*INTERVENTION* See individual charity impact reports.	2, 5

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

Budgeted cost: £ *97,019*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted approach to improving attendance, including first day phone calls and home visits	*ATTENDANCE* Establishing good attendance patterns from an early age is vital for social development. The more time a child spends with other children in the classroom and as part of broader school-organised activities, the more chance they have of making friends, of feeling included, and of developing social skills, confidence, and self-esteem. https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance	2, 4
Continuation of Breakfast club provision with invitation to targeted students including social and emotional support.	*BREAKFAST CLUB* Breakfast provision has a wide range of benefits including ensuring students eat breakfast, but also extending to being well prepared for the, social and emotional improvements and more successful academic outcomes. https://family-action.org.uk/services/national-school-breakfast-programme-nsbp/	4, 5
Continue to track and monitor whether disadvantaged students are efficiently taking part in wider school life. Ensure equity in the wider curriculum in particular participation of SEND and PP students with co-curricular. Development enrichment opportunities which are focuses on increasing students' cultural capital and on increasing aspirations	*PARTCIPATION* The University of Bath, who conducted the research, found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education. Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	4
Ensure there is access to funding for subsidised trips and visits to ensure every student has access to the full curriculum. Subsidised/funded music tuition. Subsidised/funded LAMDA tuition.	*ACCESS TO CURRICULUM* Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 4

Equipment/revision guides supplied if needed. Uniform provision (meeting students social needs). Provide access to IT provision and internet both in the academy and where appropriate at home.	*RESOURCES* An Ofcom report from 2020 estimates between 1.m and 1.8m children do not have access to a laptop, desktop or tablet at home. Low-income households are also less likely to have an internet connection in their home, instead relying on expensive mobile phone data packages. Connected Nations 2020: UK report (ofcom.org.uk)	2
Sustain and further develop parental engagement (evaluating parents preferred strategies for engagement). Supporting parents of low attaining students to complete GCSE EN and MA in unison with their child. Share curriculum and strategies to support learning with parents at appropriate intervals throughout the year.	*PARENTAL ENGAGEMENT* The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement | EEF (educationendowmentfoundation.org.uk)	1

Total budgeted cost: £ *388,075*

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments. We have identified key indicators which demonstrate the progress we are making towards the 2028 intended outcomes. These are outlined below alongside 2024-25 outcomes.

Reading

Reduction in the difference between reading age and chronological age.

75% students with reading age at or above chronological age.

At the start of 2024 68% of students were at or above their chronological age in reading. This assessment takes place in September/October of Autumn term.

Increase the scale of reading intervention to ensure that all students in need of reading intervention have access to it.

100% students with below average or low reading SS engaged in appropriate intervention.

The year began with 100% of students identified with a reading SS below average actively engaged in reading intervention, through partnership with Shotton Hall. Throughout the year this number increase to include a further 38%, increasingly the reach of this high impact intervention.

Attainment particularly in English literature and maths

Increase PP progress in English to demolish the gap between PP and non-PP students attaining 4+ and 5+ in English.

0% gap between the proportion of PP students attaining 4+ and 5+ in English compared to non-PP.

The gap in English outcomes for PP students fluctuated throughout the year and in the end was wider than in previous years (4+ 17 / 5+ 16 in 2024).

EN	25.1	25.2	25.3
4+	21	30	26
5+	33	28	28

Evaluating attainment against FFT20 targets (based on CATS in 2025), there is no gap between PP and non PP demonstrating sustained progress in line with non PP, despite the continued challenge to accelerate progress further to raise attainment.

Increase PP progress in maths to reduce the gap between PP and non-PP students attaining 4+ and 5+ in maths.

10% gap between the proportion of PP students attaining 4+ and 5+ in maths compared to non-PP.

The gap in maths outcomes for PP students fluctuated throughout the year and in the end was wider than in previous years (4+ 18 / 5+ 18 in 2024).

MA	25.1	25.2	25.3

4+	26	29	23
5+	26	30	27

Evaluating attainment against FFT20 targets (based on CATS in 2025), there is a gap between PP and non-PP at 5+ suggesting PP students are not performing in line with non-PP (2% gap in 2024 vs 7% gap in 2025).

Knowledge-based curriculum that responds to students needs

Reducing the difference between the proportion of students who are secure, particularly EN, MA, HI, PT.

0% gap between the proportion of PP students secure the Key Stage 3 curriculum compared to non-PP.

Year	25.1	25.2	25.3
7	14	14	13
8	24	23	23
9	19	20	19

Whilst it is encouraging that the gap in each cohort is not increasing (sustaining progress in line with non-PP peers) this gap remains stubborn and eradicating it is a priority. Further consideration is being given to key stage 3 interventions, curriculum offer (to strengthen basic skills) and curriculum design (considering hinterland curriculum and academic reading).

All subjects utilise PP student voice to review the key stage 3 curriculum to identify and respond to assumed knowledge.

100% of subjects engaged in systematic review of assessment and student voice to inform curriculum design.

In 2025-26 students voice will be used more intentionally to shape curriculum design, addressing misconceptions of gaps in hinterland curriculum knowledge.

Participation (including attendance)

PP student's participation in cocurricular, house events and personal challenge (DofE and residential) at least in line with non-PP.

85% PP (85% non-PP) students in cocurricular

85% PP (85% non-PP) students in house events

75% PP (75% non-PP) students in personal challenge

Our ambition for cocurricular participation in high and with the inclusion of curriculum led visits and personal development week, almost 100% of students in every week have benefited from equitable cocurricular opportunities. That said the proportion of students who take part in cocurricular offer outside of planned curriculum time is low, with a gap between PP and non-PP students. Currently only 37% PP students take part in cocurricular, 12% in house events and 18% in the personal challenge, this compares to 57%, 18% and 33% respectively.

Reduction in the number of persistently absent students, particularly PP.

< 24.7% PP students persistently absent.

25.1	25.2	25.3

21.3	18.6	21.0

The proportion of PS PP students has decrease since previous years. The attendance of PP students is high compared to national attendance for this group. However, it remains lower than non-PP students and this remains a priority.

Reducing the proportion of suspensions that are required of PP students.

50% (or fewer) of all suspensions attributed to PP students.

25.1	25.2	25.3
70	70	70

The proportion of suspensions attributed to PP students remains higher than the proportion of this group in the overall population.

Promoting resilience and wellbeing (including behaviour)

Proportion of PP students who report positive relationships with adults in the academy is at least in line with non-PP.

All staff understand and comprehend the relationship between academic achievement, resilience and self-esteem.

In 2024-25 senior staff completed the full CPI (Crisis Prevention Institute) training. Throughout 2025-26 all staff will complete this training with a focus on person-centred and trauma-informed responses to behaviour. Recognising that behaviour influences behaviour, it ensures every member of staff makes wise choices about their chosen response to student behaviour to maximise impact and maintain relational capacity.