

UPDATE 2025-2026 Pupil premium strategy statement – St Bede’s Catholic School and Sixth Form

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	1254
Proportion (%) of pupil premium eligible students	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs C Hammill
Pupil premium lead	Mr R. Gardner
Governor / Trustee lead	Mrs M Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,425
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£235,425

Part A: Pupil premium strategy plan

Statement of intent

At St. Bede's, our mission is rooted in the Catholic ethos of discipleship, compassion, service, and justice. We are dedicated to ensuring that all students, particularly those experiencing social and economic disadvantage, are given equal opportunities to succeed. Working together as a family, we prioritise our most vulnerable students in line with Catholic Social Teaching. By offering an academic and enriching curriculum, tailored to meet the needs of every student, we work to nurture our students' God-given potential, helping them to be the best version of themselves and address the challenges they face in achieving success.

We recognise the complexities of disadvantage in our cohort of students. With a deep understanding of these challenges, we strive to minimise the impact of social inequality. Our Pupil Premium strategy focuses on identifying barriers and trends at both local and individual levels, enabling us to provide appropriate support while maintaining the highest expectations for attainment and achievement.

A primary aim of our strategy is to reduce the attainment and progress gaps between disadvantaged and non-disadvantaged students in our school community. In our summer 2024 KS4 results, there was a 0.37 point attainment gap (in externally verified average A8 grade data) between disadvantaged and non-disadvantaged students, and a progress gap of 0.35 (in externally verified P8 data). In summer 2025 the gap was 1.42 in terms of average A8 grade. P8 was not calculated for outgoing Y11 as they did not sit SAT exams during Covid. Whilst this gap increased between summer 24 and summer 25, we reduced the attainment and progress gaps between summer 23 and summer 24. We are confident that disadvantaged students will attain higher, and that we will reduce the attainment gap, in summer 26.

Our strategy is grounded in the good practice model outlined in the EEF's tiered approach. Firstly, our belief is that it is the classroom that is central to student success. We aim to combine a knowledge-rich, broad and balanced curriculum with evidence-informed teaching practices that are rooted in the best bets and features of quality first teaching suggested by cognitive science research. We are focused on refining our classroom practice in terms of developing core components of effective learning in St Bede's, particularly, in this current academic year, in-class assessment and responsive teaching. Our Lesson Toolkit is a focal point for this work. Responsive teaching is a core element of our both our Lesson Toolkit and our development work with teachers in St Bede's.

Our aim with responsive teaching is that teachers adjust instruction based on students' needs, understanding, and progress, using real-time feedback to guide learning and support every student effectively. In school quality assurance suggests that this is an

area of classroom practice that we can refine and improve in order to maximise participation and better identify student learning needs. This is a high leverage area for us that, evidence suggests, will improve the quality of teaching and learning for all students, including our disadvantaged cohort. To paraphrase Dylan Wiliam, “Every teacher needs to improve, not because they aren’t good enough, but because they can be even better”. This is very much the stance that we adopt in St Bede’s in terms of improving quality first teaching. We aim to cultivate excellence for all students, including our most vulnerable and disadvantaged students. This approach not only bridges gaps in achievement but also supports the holistic development of every child in our care.

Whilst our main focus is on what takes place within the classroom, quality first teaching, we also recognise the key role that targeted intervention plays within our strategy, specifically in the area of reading development. The ability to read fluently is a key social justice lever.

We also have a wider focus on improving attendance for all students, including narrowing the attendance gaps between disadvantaged and non-disadvantaged students. This focus area underpins all of the challenges and intended outcomes in this strategy statement. In 2023-2024, the attendance of disadvantaged students in St Bede’s was 83.8%: non-disadvantaged students had an attendance of 90.5%. This means disadvantaged attendance was 6.7% lower than non-disadvantaged students in the year 2023-2024. Last year, in the 2024-2025 period, the gap had narrowed to 5.5%, and disadvantaged attendance rose to 84.5%. Our current attendance percentage for disadvantage students is 2.2% higher than the comparative period last year. We are working intensively to close the gap between disadvantaged and non-disadvantaged students’ attendance; however, improving attendance continues to be a core priority in St Bede’s and will be a major focus of our work in this strategy.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and persistent absence of disadvantaged cohort</p> <p>Attendance is everyone’s responsibility and at St Bede’s it is our priority for our improvement work. Improving attendance is a collective effort at all levels of school. If students are not in school, the work that we are doing around quality first teaching and reading intervention cannot have an impact. We mirror wider national trends in attendance post-covid, particularly in terms of attendance of our disadvantaged cohort. In 2023-</p>

	<p>2024, the attendance of disadvantaged students in St Bede's was 83.8%: non-disadvantaged students had an attendance of 90.5%. This means disadvantaged attendance was 6.7% lower than non-disadvantaged students. We have made significant improvements with the attendance of all students including our most vulnerable. To date, based on Autumn Half Term One in 2025-26: The attendance of all of our pupil premium students, has seen a positive increase of 2.4%. Overall attendance has increased from 84.4% in 2023/24 to 85.4% in 2024/25, with current attendance at 88.9%, which is 2.1% higher than the same time last year (86.8%). This improvement reflects the impact of targeted attendance strategies. Persistent absence in our disadvantaged cohort has reduced from 46% in 2023/24 to 41.2% in 2024/25. Current persistent absence stands at 34%, slightly above the same point last year (33.5%). While the overall trend is positive, this small increase highlights the need for continued monitoring and intervention. Severe absence has seen the most significant improvement. Rates have decreased from 10.6% in 2023/24 and 11.1% in 2024/25 to 5.3% currently, compared to 9% at the same time last year, showing a significant reduction.</p>
2	<p>In class assessment and responsive teaching to meet learning needs of students</p> <p>We have a robust approach to the Quality Assurance of the quality of education and a determination to continuously refine our teaching practice. Based on our QA last academic year we know we want to refine our work on in-class assessment and responsive teaching to close learning gaps or clarify misconceptions. We also want to develop the ways teachers structure opportunities for widening participation during in-class assessment to include vulnerable and disadvantaged students. This will allow teachers to more accurately and appropriately implement adaptations where needed to support students' learning. We want our teachers to consistently use in class assessment (and assessment over time) effectively to pinpoint gaps and close these gaps swiftly.</p>
3	<p>Reading needs – phonics and fluency</p> <p>We use a diagnostic reading assessment called New Group Reading Test. Students are assessed in Year 6 summer term where they are in our feeder schools and remaining students assessed in their first two weeks of Year 7. Our NGRT outcomes demonstrate that there is a gap of 4.2 SAS points between disadvantaged and non-disadvantaged students in our year 7 cohort. 15% of our year 7 intake has a below average reading age (under 100 SAS). Testing shows that a number of our students have specific issues with decoding and/or fluency. This hinders student comprehension and access to the curriculum and requires tailored interventions.</p>
4	<p>Disadvantaged outcomes – attainment and progress</p> <p>In our summer 2024 verified KS4 results, A8 for disadvantaged students was 45.2, creating a 4.6 point attainment gap between disadvantaged</p>

	and non-disadvantaged students. P8 for disadvantaged students was - 0.12, a progress gap of 0.35 (non-disadvantaged P8 was 0.23). In summer 2025 the gap was 1.42 in terms of average A8 grade. P8 was not calculated for outgoing Y11 as they did not sit SAT exams during Covid. We recognise the key role that attendance plays in ensuring our students achieve their academic potential. We are focused on refining our quality first teaching including our work on assessment and closing learning gaps across all key stages including KS3 which is the foundation for our students' learning.
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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
<i>To improve and sustain better attendance for disadvantaged student cohort</i>	Attendance data for disadvantaged students to increase and be in line with non-disadvantaged overall attendance in St Bede's. Persistent absence/severe absence rates to reduce in disadvantaged cohort.
<i>Improved reading comprehension among Disadvantaged students across KS3</i>	By the end of the plan we will improve Fluency (words accurate per minute) and Reading Age scores year on year for our disadvantaged cohort (in current year 8 and current year 7).
<i>To improve in-class assessment practices across the curriculum in order to widen participation, pinpoint knowledge gaps, identify misconceptions and allow for meaningful responsive teaching</i>	Internal quality assurance (lesson visits, student voice, work sampling) processes demonstrate that in-class assessment is being used to maximise participation and that teaching responds to student learning needs in the classroom. Internal data indicates that knowledge gaps are being closed.
<i>Improved attainment and progress for disadvantaged students</i>	Improved A8 and P8 for disadvantaged students and a close in the gap between disadvantaged and non-disadvantaged attainment and progress in both KS3 and KS4
<i>Improve our enrichment opportunities and increase disadvantage students' attendance at them. Mapping of co-curricular opportunities</i>	An increased menu of enrichment opportunities to be in place by the end of year one of this plan and tracking of attendance of student cohorts to be underway so that we can more effectively target numbers of

	disadvantaged students accessing enrichment. Mapping of co-curricular opportunities to develop over 2025-2026. Increased number of disadvantaged students accessing enrichment year on year
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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: £90, 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To deliver an evidence informed CPD programme which equips teachers to maximise learning. For 2025 to 2026, this will focus on core components of effective learning (as captured in our Lesson Toolkit – retrieval, modelling, fading scaffolding etc) particularly in-class assessment and responsive teaching in order to</i>	<p>Evidence Based Education’s Great Teaching Toolkit outlines the importance of maximising opportunities to learn and activating hard thinking:</p> <p>Great Teaching Toolkit Evidence Review.pdf</p> <p>The EEF Toolkit underlines the effectiveness of in-class assessment and responsive feedback:</p> <p>Teaching and Learning Toolkit EEF</p> <p>Teach Like a Champion strategies will be a focus of this CPD rollout:</p> <p>Teach-Like-a-Champion-2.0-Placemat-with-the-Nanango-Nine.pdf</p> <p>Cordingley et al 2015 and Darling/Hammond et al 2017 suggest teacher CPD can have a strong impact on student outcomes. Some studies suggest gains can equate to more than two years’ progress in one year. William 2016 and Timperley et al suggest gains have</p>	1 2 3 4

<p><i>pinpoint and fill knowledge gaps</i></p>	<p>been shown to be even greater for students from disadvantaged backgrounds thus having the potential to improve the life chances of all students</p>	
<p><i>Develop, embed and sustain a whole school reading strategy</i> <i>-revisit and refine whole school strategy for reading development</i> <i>-use of NGRT data to target specific reading interventions</i> <i>-embed and sustain tutor time reading programme with a focus on modelling reading aloud and reciprocal reading</i> <i>-rich texts to become embedded across the curriculum</i></p>	<p>The EEF toolkit suggest the role that small group, targeted intervention can have on progress:</p> <p>Teaching and Learning Toolkit EEF</p> <p>EEF-Maximising the impact of TAs: Assessments are used to identify appropriate students, guide areas for focus and track student progress in reading intervention. Effective reading interventions ensure the right support is being provided to the right child:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Importance of disciplinary literacy and reading is key for students across the curriculum:</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Reading comprehension, vocabulary and other literacy skills are key for attainment in all subjects:</p> <p>Oxford University Press - Word Gap - Oxford Language Report</p>	<p>1 2 3 4</p>
<p><i>KS4 achievement plan, focusing on high impact revision and retrieval strategies</i></p> <ul style="list-style-type: none"> - <i>Planned sessions with students on effective strategies</i> - <i>KS4 parental workshop on</i> 	<p>Retrieval is an effective strategy for teachers to embed learning and can be a powerful tool for students to take ownership over:</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf</p> <p>Parental involvement in this process will be key., Evidence suggests that parental involvement in their child’s education can have a positive impact on progress and outcomes:</p>	<p>2 4</p>

<p><i>effective revision</i></p> <ul style="list-style-type: none"> - <i>Revision and retrieval menu for staff</i> - <i>Employment of KS4 Achievement Leader</i> 	<p>Working with Parents to Support Children's Learning EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £58, 612

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To implement evidence informed reading intervention</i></p> <ul style="list-style-type: none"> - <i>Staff to be fully trained in read-write-inc phonics intervention programme and fluency intervention</i> - <i>One to one and small group intervention to be implemented in line with evidence around TA effectiveness</i> 	<p>EEF-Maximising the impact of TAs: Assessments are used to identify appropriate students, guide areas for focus and track student progress in reading intervention. Effective reading interventions ensure the right support is being provided to the right child:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>The use of trained staff to deliver highly structured interventions e.g. Fresh Start- Read Write Inc, which are frequently evaluated, can be beneficial in closing the gap</p>	<p>2 3 4</p>
<p><i>Purchase and use of standardised diagnostic assessment to diagnose reading</i></p>	<p>Standardised assessments ensure parity and ensure that our assessments are valid and fit for purpose, in line with the principles of assessment laid out in EBE's "Four Pillars of Assessment":</p>	<p>3</p>

<p><i>areas of need and track improvements in reading</i></p> <ul style="list-style-type: none"> - purchase of Literacy Assessment Online and implementation to track progress - Use of NGRT group reading test data to diagnose need 	<p>The-four-pillars-of-assessment.pdf</p>	
<p><i>Fast Forward to Fluency/Read-Write-Inc Fresh start</i></p> <ul style="list-style-type: none"> - Staff fully trained in intervention - Assessment to identify students involved and fluency needs - Assessment of intervention to determine efficacy 	<p>The use of trained staff to deliver highly structured interventions e.g. Fresh Start- Read Write Inc, which are frequently evaluated, can be beneficial in closing the gap:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	3
<p><i>Targeted academic mentoring for KS4 students</i></p> <ul style="list-style-type: none"> -students carefully selected - mentoring is one to one - mentoring is structured and focused 	<p>The EEF Toolkit outlines that, on average, mentoring, when carefully targeted and structured can have a positive impact on student progress and outcomes:</p> <p>Mentoring EEF</p>	4

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

Budgeted cost: £86, 363

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Embed principles of good practice in DfE’s “Improving School Attendance” report and DfE “Attendance Toolkit”</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p> <p>Toolkit for schools: communicating with families to support attendance - GOV.UK</p>	<p>1 2 4</p>
<p><i>Developing use of Arbor to support tracking of attendance, behaviour and progress, including sharing this information with parents via parent Arbor app</i></p>	<p>EEF’s “Working with Parents to Support Children’s Learning”:</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>1 2 4</p>
<p><i>Develop use of learning link to create a safe space and encourage vulnerable students to attend</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p> <p>Toolkit for schools: communicating with families to support attendance - GOV.UK</p>	<p>1 4</p>
<p><i>Refine processes in attendance team to ensure consistent approaches to attendance and first day response</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels:</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p>	<p>1 4</p>
<p><i>Raise profile of attendance across school and with all</i></p>	<p>The DfE guidance has been informed by engagement with schools that</p>	<p>1 4</p>

<p><i>stakeholders, and celebrate positive attendance/improving attendance. Ensure that attendance is “everyone’s business”</i></p>	<p>have significantly reduced persistent absence levels:</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p> <p>Toolkit for schools: communicating with families to support attendance - GOV.UK</p>	
<p><i>Increased menu of enrichment opportunities during school day</i></p>	<p>As well as being valuable in itself, enrichment participation can have a positive impact on wellbeing and education outcomes:</p> <p>Enrichment participation EEF</p> <p>Opportunities for students to gain wider experiences in addition to the curriculum to broaden horizons. Recommended as part of the EEF Guide to Supporting School Planning, the importance of extra-curricular opportunities for disadvantaged students</p>	<p>1 4</p>
<p><i>Tracking system in place to monitor attendance of disadvantaged cohort in enrichment activities</i></p>	<p>As well as being valuable in itself, enrichment participation can have a positive impact on wellbeing and education outcomes:</p> <p>Enrichment participation EEF</p>	<p>1 4</p>
<p><i>Mapping of co-curricular opportunities to extend taught curriculum experiences</i></p>	<p>Ofsted inspection evidence underscores the importance of schools’ provision for Personal Development:</p> <p>Character education framework guidance</p> <p>AOC report on “Valuing Enrichment”:</p> <p>Valuing Enrichment Project - Emerging Findings</p>	<p>1 4</p>

<i>Update of PD Curriculum – focus on forming the whole person - developing resilience, understanding of physical and mental health key areas</i>	Students who are emotionally healthy perform better at school. The PSHE Association states that ‘PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn e.g. anxiety and unhealthy relationships	1 4
<i>Resource support and provision (uniform, revision guides, learning materials such as calculators etc)</i>	Supporting with and providing uniform where needed; providing revision guides and other learning materials helps to ameliorate barriers to attendance and learning that some of our students experience	1 4
<i>Embed pastoral strategies to increase a sense of belonging and a feeling of safety in school (St Bede’s Speak out Stay Safe and Together as a Family strategies)</i>	Evidence ImpactEd Understanding and enhancing school belonging: Launching our literature review A sense of belonging is vital for disadvantaged students’ engagement and achievement. Belonging grows through positive relationships with teachers and peers, individual support, and inclusive environments that celebrate diversity. Friendly, fair teacher interactions and supportive peer networks foster connection, while isolation or negative experiences undermine it. Pastoral strategies that prioritize these relationships and create opportunities for students to feel valued are therefore essential to improving outcomes.	1 4
<i>Values based behaviour curriculum (ST BEDE)</i>	Improving behaviour in schools	1 4

	<p>A values-based behaviour curriculum supports students by teaching positive learning behaviours that reduce misbehaviour and improve access to learning. Encouraging engagement, self-reflection, and responsibility helps students participate fully and succeed academically and socially.</p>	
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Total budgeted cost: £ 235,425

Part B: Review of the previous academic year

Outcomes for disadvantaged students

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and internal data.

23-24

Progress 8 for disadvantaged students in 2023-2024 was -0.12 and the gap with their non-disadvantaged peers was 0.35. Whilst a gap still remains, the Progress 8 figure for our disadvantaged students was significantly above the national average Progress 8 for disadvantaged students, which was -0.57 ([Key stage 4 performance, Academic year 2023/24 - Explore education statistics - GOV.UK](#)). Attainment 8 in 2023-2024 was 45.2 for our disadvantaged students, and whilst there is an attainment gap of 4.6 points, this is, again, a significantly smaller gap than national average gap of 15.5 points ([Key stage 4 performance, Academic year 2023/24 - Explore education statistics - GOV.UK](#)). Whilst progress and attainment gaps still exist in St Bede's between disadvantaged and non-disadvantaged students, we note that attendance is a key issue in outcomes for our disadvantaged students. This is an area that we are very much continuing to focus on as outlined in this statement.

In 2023-2024, the attendance of disadvantaged students in St Bede's was 83.8%: non-disadvantaged students had an attendance of 90.5%. This means disadvantaged attendance was 6.7% lower than non-disadvantaged students. To date, in this current academic year, disadvantaged attendance is averaging at 5.3% lower than non-disadvantaged students. The proportion of persistently absent students was higher in

our disadvantaged cohort in 2023-2024. The PA percentage for disadvantaged students was almost double that of non-disadvantaged students (46.5% compared to 23.3%). However, in both areas, our in-year attendance data comparisons show an improvement between this year and last year. Currently, our overall disadvantaged attendance is 3% higher than this time last year, and persistent absence in our disadvantaged cohort is, in the year to date, 14.1% lower. Evidence informed strategy targeting persistently absent disadvantaged students and disadvantaged attendance is being implemented. This continues to be adapted and developed as we progress through the year. Absences from school negatively affect our students' outcomes for disadvantaged students and further work on absence is needed in this area of our strategy.

We have increased the capacity of our reading interventions this year. We currently have 48 students receiving targeted reading intervention, either on a phonics or a fluency pathway. The largest cohort is in Year 7 (28 students): the need for Year 7 to be the priority focus is supported by our school data. NGRT demonstrates that there is a gap of 4.2 SAS points between disadvantaged and non-disadvantaged students in our year 7 cohort, so this focus area is very much a priority for St Bede's. Almost 15% of our year 7 intake has a below average reading age (under 100 SAS). We continue to monitor and implement intervention for legacy students who are undergoing reading intervention in other year groups. Our Year 9 disadvantaged students improved their average reading age by 5.7 months from the start of Year 7 to the end of Year 8.

We regularly evaluate the impact of our student's premium strategy and adapt the strategy as necessary. Based on the information above, we are confident that we will continue to make progress towards our stated aims. However, we acknowledge that there is still work to be done in lowering persistent absence, improving attendance, and improving national outcomes for disadvantaged students compared to non-disadvantaged students.

24-25

Externally verified KS4 exam data demonstrates that a gap still remains between the attainment of disadvantaged and non-disadvantaged students. In summer 2025 outcomes, our average total attainment 8 score for non-disadvantaged students was 47.6. For disadvantaged students the average total attainment 8 score was 33.4, meaning there was an average total attainment 8 gap between the cohorts of 14.9. In terms of average attainment 8 grade per student, the gap was 1.42: non-disadvantaged students had average A8 grade of 4.76, and disadvantaged students had an average A8 grade of 3.34.

In 2023-2024, the attendance of disadvantaged students in St Bede's was 83.8%: non-disadvantaged students had an attendance of 90.5%. This means disadvantaged attendance was 6.7% lower than non-disadvantaged students in the year 2023-2024. Last year, in the 2024-2025 period, the gap had narrowed to 5.5%, and disadvantaged attendance rose to 84.5%. Our current attendance percentage for disadvantaged

students is 2.2% higher than the comparative period last year. We are working intensively to close the gap between disadvantaged and non-disadvantaged students' attendance; however, improving attendance continues to be a core priority in St Bede's and will be a major focus of our work in this strategy.

In our reading phonics intervention programme, so far this year there has been an average of 8 months progress in reading age for disadvantaged students, and a fluency increase of 14 wapm (words accurate per minute). In the fluency intervention programme, there is an average of 9 months progress in reading age for disadvantaged students, and a fluency increase of 4 wapm.

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
NGRT	GL
Read-Write-Inc Fresh Start	Ruth Miskin Literacy Ltd
Fast Forward to Fluency	Shotton Hall Academy
Literacy Online	TES
A Star Attendance	A Star Attendance Solutions