

# Pupil premium strategy statement – St Bernadette Catholic Primary 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
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	44.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 – 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	A.Turner Principal
Pupil premium lead	A.Turner Principal
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£

# Part A: Pupil premium strategy plan

## Statement of intent

*At St Bernadette's Catholic Primary School, our intention is to deliver a fully inclusive curriculum where every child makes progress across all areas of learning, starting from their individual baselines. We are committed to equipping pupils with the skills, resilience, and confidence they need to flourish and overcome challenges as they progress to the next stage of their education.*

*The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve these aims and to close the attainment gap between disadvantaged and non-disadvantaged pupils by:*

- **Providing high-quality teaching for all pupils.** *Quality First Teaching (QFT) has been shown to have the greatest impact on closing the attainment gap, while also improving outcomes for all learners.*
- **Supporting pupils' social and emotional development.** *This holistic approach benefits the whole child and is linked to higher levels of achievement in primary school.*
- **Ensuring all pupils, including those who are disadvantaged, access enriching experiences both inside and outside the classroom.**
- **Identifying and addressing individual barriers to learning and well-being.** *This ensures that support is personalised and targeted to meet specific needs.*

*Following Education Endowment Foundation (EEF) guidance, we adopt a tiered approach to provision:*

1. **Quality First Teaching** – *universal, high-quality teaching for all pupils.*
2. **Targeted support within the classroom** – *strategies such as mastery learning and metacognitive approaches to strengthen progress.*
3. **Additional interventions** – *including one-to-one tuition and small group work, to address specific learning gaps and accelerate progress.*

## 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	Outcomes and progress of disadvantaged pupils are significantly below non-disadvantaged
2	Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology.
3	Education is often a low priority for families of disadvantaged children, resulting in low attendance and persistent absenteeism among pupils eligible for PP.
4	Speech and Language difficulties and limited vocabulary is leading to low attainment.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Pupil Premium pupils to make at least expected progress in Reading, Writing and Maths and targeted children to make accelerated progress.</p> <p>To close the gap between the pupils who are PP and those who are not PP.</p>	<p>All PP pupils make expected progress for that academic year from their ISP.</p> <p>Identified Pupils will receive targeted support for at least one year and will make accelerated progress in order to catch up.</p>
<p>Pupils and families with mental health needs are identified quickly. Support is put in place in order to remove or alleviate barriers to learning.</p> <p>Ensure all pupils receive the most appropriate support as quickly as possible.</p>	<p>Staff to follow procedure to refer pupils to SENDco/ Principal.</p> <p>SENDCo/ Principal work closely with identified families to support.</p> <p>Identified pupils attend most appropriate intervention group at the correct level e.g. Social and Communication Groups, ELSA, etc.</p> <p>Pupils receive support through CAMHs and other services following referrals from SENDCo/ Principal.</p> <p>Improvement in attendance, behaviour, resilience and self-esteem of identified pupils.</p>
<p>To broaden experiences of pupils.</p> <p>To enable trips and residential to be accessible to all.</p>	<p>Offer outdoor learning initiatives both within and outside the school grounds, with increased accessibility to all PP pupils.</p>

	<p>All pupils to engage with outdoor learning in all classes through residential, Adventure weeks, school trips and regular outdoor education activities linked to the core curriculum.</p> <p>Pupil Premium pupils to be funded as required.</p>
<p>Improve attendance and persistent absenteeism for Pupil Premium pupils in line with national standards.</p>	<p>Close monitoring of attendance registers by Principal/ Attendance Lead and EWO.</p> <p>Pupils identified who need support and intervention prioritised for appropriate intervention groups.</p> <p>Referrals made to wider services to support pupils and families.</p> <p>Improvement in attendance of identified pupils in line with national standards.</p> <p>SENDCo/ Principal to work with families to identify and overcomes barriers to attendance.</p>
<p>To establish a school offer, including early intervention to develop Speech and Language across the school with the SALT offer.</p>	<p>Pupil will have the skills to communicate their wants and needs ensuring they are safe and happy at school, resulting in a reduction in the number of behaviour incidents recorded. (SEMH)</p> <p>Pupils will have the ability to communicate at an appropriate level, allowing them to access and participate in the curriculum at age-appropriate level.</p>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and TAs trained to deliver QFT and follow Rosenshein's Principles in Action.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including quality CPD.  Sutton Trust – quality first teaching has direct impact on student outcomes.	1
Metacognition and self-regulated learning CDP for teachers – all classes.  TLAC Training and Coaching.	EEF – These approaches have consistently high levels of impact, with pupils making an average of 7 months additional progress.  Teach Like a Champion (TLAC) is a teaching organization that bases its practices on research from the social and cognitive sciences.	1
Embedding oracy activities across the school curriculum (Voice 21). These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	EEF - There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	4
Speech and Language Therapy Training for all staff to ensure high-quality offer at school.	EEF-Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	3
Staff CPD focus on outdoor education activities and support planning Adventure Weeks.	EEF - The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes	2
CADMUS S&L Therapies to provide further training of SALT interventions to staff.	EEF - Communication and language approaches typically have a very high impact and increase young children's learning by seven months.	1, 4

	EEF - Staff are very likely to benefit from training or professional development to use programmes and approaches successfully.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase web-based programs to be used in school and at home, for example: <ul style="list-style-type: none"> <li>• TTRS</li> <li>• Doodle Learning</li> </ul>	EEF toolkit – parental engagement  EEF guide to pupil premium – targeted academic support  EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice	1, 3
Specific targeted intervention of identified pupils to include: <ul style="list-style-type: none"> <li>• Teacher Intervention Small group Maths and Literacy.</li> <li>• TA Level 3 Phonics Catch – Up 1:1.</li> <li>• TA Intervention 1:1 &amp; group SALT Target Pupils Identified during termly pupil progress meetings with Class Teachers.</li> <li>• After –school booster sessions.</li> </ul>	EEF - Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. EEF - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. EEF - Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1, 4
SALT Intervention through CADMUS	EEF - There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school	1

	experience and learning later in their school lives.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Initiatives and Support from EWO	Working Together to Improve School Attendance 2024  EEF - Improving attendance is a multifaceted mission, requiring different approaches in different contexts.	1, 3
Cultural capital experiences promoted in the curriculum.  Essential experiences built into curriculum  Reduction in cost of trips for PP  Sports events promoted to PP are encouraged to attend  Outdoor learning encouraged	Learning is contextualised in concrete experiences and language rich environments.  Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  Pupil surveys reflect greater enjoyment and engagement in school.  Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.  EEF – sports participation increases educational engagement and attainment.  EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence	2

**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. 2024/25 Data Shows:

#### EYFS:

Cohort –

Eligible	GLD	Avg pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
9	66.7%	13.4	66.7%	66.7%	100%	100%	66.7%	66.7%	66.7%	66.7%	88.8%	66.7%

FSM –

Eligible	GLD	Avg pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
1	100%	17.0	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

#### Phonics:

Cohort -

		Mark						Outcome				
Eligible	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
17	0.0%	17.6%	11.7%	5.9%	23.5%	35.3%	29.3	0%	5.9%	0%	35.3%	58.8%

FSM -

		Mark						Outcome				
Eligible	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
6			16.7%	16.7%	33.3%	16.7%	31.2%		16.7%		33.3%	66.7%

Disadvantaged -

		Mark						Outcome				
Eligible	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
6			16.7%	16.7%	33.3%	16.7%	31.2%		16.7%		33.3%	66.7%

**Key Stage 1:**

Cohort -

Subject	<EXP	EXP+	GDS
Reading	37.5%	62.5%	18.8%
Writing	37.5%	62.5%	6.3%
Maths	43.7%	56.3%	18.8%

FSM -

Subject	<EXP	EXP+	GDS
Reading	57.1%	42.9%	0%
Writing	57.1%	42.9%	0%
Maths	85.7%	14.3%	0%

Disadvantaged -

Subject	<EXP	EXP+	GDS
Reading	57.1%	42.9%	0%
Writing	57.1%	42.9%	0%
Maths	85.7%	14.3%	0%

**Key Stage 2:**

Cohort -

Subject	Avg SS	<EXP	EXP+	GDS
Reading	103.9	22.2%	77.8%	29.6%
Writing		29.6%	70.4%	0%
Maths	102.8	22.2%	77.8%	7.4%
GPS	104.3	22.2%	77.8%	25.9%
RWM			51.9%	0%

FSM -

Subject	Avg SS	<EXP	EXP+	GDS
Reading	100.8	38.5%	61.5%	23.1%
Writing		38.5%	61.5%	0.0%
Maths	100.4	30.8%	69.2%	7.7%
GPS	102.3	30.8%	69.2%	23.1%
RWM			38.5%	0%

Disadvantaged -

Subject	Avg SS	<EXP	EXP+	GDS
Reading	102.3	33.3%	66.7%	0%

<b>Writing</b>		33.3%	66.7%	0%
<b>Maths</b>	101.8	25.0%	75.0%	8.3%
<b>GPS</b>	103.7	25.0%	75.0%	25.0%
<b>RWM</b>			41.7%	0%

**Progress KS1-2:**

There are no progress measures being published for the 2023/24 and 2024/25 academic years.

**Attendance:**

Data is cumulative and includes leavers.

	<b>Cohort</b>	<b>FSM</b>	<b>Disadvantaged</b>
<b>Reception</b>	96.5%	100%	100%
<b>Year 1</b>	93.2%	90%	90%
<b>Year 2</b>	93.1%	93.1%	93.1%
<b>Year 3</b>	97.1%	96.6%	96.6%
<b>Year 4</b>	92.6%	88.1%	88.1%
<b>Year 5</b>	91.6%	88.1%	88.1%
<b>Year 6</b>	96.0%	94.3%	94.3%
<b>Average</b>	93.9%	91.9%	91.9%