

Pupil premium strategy statement – St Bernadette’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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	108
Proportion (%) of pupil premium eligible pupils	39.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25-2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	A.Turner Principal
Pupil premium lead	A.Turner Principal
Governor / Trustee lead	Gerry Gomez & Rebecca Lancaster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,480

Part A: Pupil premium strategy plan

Statement of intent

At St Bernadette's Catholic Primary School, it is our intention to deliver a fully inclusive curriculum where every child makes progress across all areas of learning from their given starting points and develops the skills and resilience needed to flourish and overcome challenges as they move to the next stages of their education.

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

- Providing high quality teaching to all pupils. QFT has been proven to have the biggest impact on closing the disadvantage attainment gap and will have a positive impact on all pupils' learning and progress.
- Supporting pupils socially & emotionally. This serves to support the whole child but is also associated with higher achievement in primary school.
- To ensure all pupils, including all those classed as disadvantaged, have high quality experiences both inside & outside of the classroom.
- To understand and support individual needs of disadvantaged pupils which may create a barrier to their learning and emotional well-being.

As per EEF guidance (Education Endowment Foundation) we aim to deliver effective provision through a tiered approach. Quality first teaching is universal for all pupils, with high quality targeted support within the classroom to complement this. Additional support techniques are provided e.g. mastery and metacognition strategies and 1-2-1 tuition.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of disadvantaged pupils are significantly below non-disadvantaged
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health, in addition to being disadvantaged.
3	Limited life experiences and opportunities to join in enrichment opportunities
4	Education is a low priority for families with disadvantaged children
5	Disadvantaged pupils have lower attendance

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
Pupils make at least expected progress in reading, writing and maths. Targets will be set for individual pupils.	Gap will close in progress made between PP and non-PP. Their progress should be rapid compared to other children.
Increase overlearning and reinforcement in reading, writing and maths at school.	Increase in reading ages and ability to recall basic mathematical facts
Pupils access a wide range of interventions to meet their needs.	Where relevant, as their needs are being addressed, PP pupils make expected progress or exceed their targets set in R, W, M.
PP attendance increases.	Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil voice surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed through weekly PSHE.

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: £ 34,060

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
CPD on manipulatives	EEF research – improving Mathematics	1
Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by Leads	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, 2

<p>Writing is a high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>High quality targeted intervention improves outcomes, with SMART targets.</p>	
<p>Additional teaching assistant support to provide additional feedback and targeted support daily.</p>	<p>Additional focus on EYFS & KS1 small group support to accelerate progress from baseline. EEF research identifies high quality feedback and instruction as having significant impact on achievement.</p>	

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

Budgeted cost: £ 12,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase web-based programs to be used in school at home, for example:</p> <p>My Maths TTRS Spelling Frame Doodle Learning</p>	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	1, 2, 5
<p>Key adult to deliver interventions including:</p> <p>Phonics interventions to pupils identified as in need.</p> <p>Writing interventions to pupils identified as in need.</p> <p>Maths interventions to pupils identified as in need.</p> <p>Speech and language – WELLCOM</p>	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <p>High quality small group interventions</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p>	1, 2

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

Budgeted cost: £ 28,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Office staff phone/ text families before 9:30am if pupil not in school and offers support.</p> <p>EWO works closely with attendance officer, pupils below 92% are identified and protocols followed</p>	<p>Attendance data</p> <p>Data shows pupils with highest attendance make the most progress at St Bernadette's, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	1, 4
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Essential experiences built into curriculum</p> <p>Reduction in cost of trips for PP Residential trip cost is reduced for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Outdoor learning encouraged</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence</p>	3
<p>Part time pastoral support worker (3 days per week) employed to work with pupils with social & emotional difficulties.</p>	<p>EEF guidance (2019) advises schools to prioritise social & emotional learning to improve 'missed opportunity' to improve children's outcomes. It stresses this is particularly important for children from disadvantaged backgrounds who</p>	1, 2, 4

Pastoral worker to also support families with persistent absence.	on average, have weaker S&E skills than their non-disadvantaged peers.	
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Total budgeted cost: £ 75,480

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.

2023/24 Data Shows:

EYFS:

Cohort -

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
14	57.1	1.73	57.1	78.6	64.3	78.6	57.1	57.1	64.3	57.1	78.6	57.1

FSM -

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
5	40	1.70	40	80	60	100	40	40	40	40	80	40

Disadvantaged -

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
3	66.7	1.81	66.7	66.7	100	100	66.7	66.7	66.7	66.7	66.7	66.7

Phonics:

Cohort

		Mark						Outcome				
Eligible	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
15	0	20	6.7	20	33.3	20	26.9	0	0	0	46.7	53.3

FSM

		Mark						Outcome				
Eligible	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
5	0	60	0	0	40	0	17.4	0	0	0	60	40

Disadvantaged

		Mark						Outcome				
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Eligible	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
5	0	60	0	0	40	0	17.4	0	0	0	60	40

Key Stage 1:

Cohort - 16

Subject	<EXP	Exp+	GDS
Reading	50.0	43.8	6.3
Maths	56.3	43.8	0
Writing - TA	50.0	37.5	12.5

FSM - 4

Subject	<EXP	Exp+	GDS
Reading	75.0	25.0	0.0
Maths	75.0	25.0	0.0
Writing - TA	75.0	25.0	0.0

Disadvantaged - 17

Subject	<EXP	Exp+	GDS
Reading	75.0	25.0	0.0
Maths	75.0	25.0	0.0
Writing - TA	75.0	25.0	0.0

Key Stage 2:

Cohort - 30

Subject	Avg SS	<EXP	Exp+	GDS
Reading	104.7	13.3	80.0	23.3
GPS	103.1	23.3	70.0	16.7
Maths	102.4	23.3	70.0	6.7
Writing - TA		33.3	60.0	0
RWM			50.0	0

FSM - 16

Subject	Avg SS	<EXP	Exp+	GDS
Reading	104.3	12.5	75.0	18.8
GPS	102.3	25.0	62.5	12.5
Maths	101.2	25.0	62.5	6.3
Writing - TA		31.2	56.3	0
RWM			43.8	0

Disadvantaged - 17

Subject	Avg SS	<EXP	Exp+	GDS
Reading	104.4	11.8	76.5	17.6
GPS	101.5	29.4	58.8	11.8
Maths	100.9	29.4	58.8	5.9
Writing - TA		35.3	52.9	0

RWM			41.2	0
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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.

Pupil premium

	Cohort	FSM	Disadvantaged
Reception	88.9	95.2	95.2
Year 1	94.6	94.7	94.7
Year 2	97.3	96.3	96.3
Year 3	94.9	92.0	92.0
Year 4	92.2	88.5	88.5
Year 5	96.0	95.4	95.4
Year 6	90.0	84.6	84.6
Average	93.3	90.9	90.9

Further information (optional)

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