

Pupil premium strategy statement - St. Bernadette's RC Primary School - A Voluntary Academy



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	339 (28 in Nursery)
Proportion (%) of pupil premium eligible pupils	5.1%
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 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	David Proctor Headteacher
Pupil premium lead	David Proctor Headteacher
Governor / Trustee lead	Mr P Moore Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£36050

Part A: Pupil premium strategy plan

Statement of intent

At St Bernadette's RC Primary School we recognise that every child is made in the image and likeness of God and we strive each day to ensure they reach their full potential, flourish and be the best they can possibly be.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be 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 pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our main barriers to learning

- Poor speech and language on entry to school
- A range of Social and Emotional needs (SEMH)
- Punctuality and attendance (below whole school averages)
- Gaps in skills and knowledge – reading, Maths, Writing, spelling.
- Access to wider opportunities and experiences

Our Context

5.1% of our children are entitled to Pupil premium.

3 children are PLAC. Whilst this is below national it does not reflect the socio-economic hardship of some of our families.

The school's IMD (Multiple Deprivation) average is 21 (just below National average) and IMD rank is 18257.

Key Principles

At St Bernadette's we know that quality first teaching, effective use of assessment strategies and rigorous analysis of data, enables us to meet the needs of all learners. Class teachers and support staff will liaise with intervention teachers and collectively plan specific interventions and support for individual pupils which are regularly reviewed (at least termly).

Our children will also have access to well-being/mental health support including specialised intervention where needed from appropriately trained adults and our Pastoral leader. Every child will also be provided with a wealth of enrichment and extra curriculum opportunities to expand their horizons and expose them to the arts.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication skills
2	Social, Emotional and Mental health issues (Pandemic has intensified this)
3	Attendance and punctuality
4	Gaps in skills and knowledge
5	Access to wider opportunities and experiences

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. A range of assessment tools in place to assess Speech and Language e.g. Wellcomm,
Children's well-being is given high priority, and they can access support where needed	Noticeable improvements in self-regulation and support systems in place ensuring strong links between school and home and other external agencies to support well-being of child.
Improved attendance and punctuality	Attendance for eligible children to be at 96% or more in line with other non-disadvantaged pupils.
Improved attainment and progress in Phonics/Reading, Grammar, Writing and Maths	Narrow the gap between PP and non-PP children across subject areas. PP achieve outcomes at least in line with NA and in line or better than non PP children.
All children to gain access to a range of enrichment and extra-curricular activities and events.	Tracking attendance and engagement in enrichment activities. Mechanisms in place to encourage active participation of PP children.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 4

Training in a Synthetic Phonics scheme (Super Sonic Phonic Friends) to secure stronger phonics teaching for all pupils. Staff release time to complete training-built in.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4
CPD in Reading using Reading Explorers and Reading Rocketeers	QFT is prioritised and systematic systems/structure to teaching reading in place.	1, 4
Wellcomm training and staff release time	Development of Speech and Language needs	1
Dyslexia and Dyscalculia screening	We are offering some children who are working towards expectations that option (with parental permission) the chance to screen for any barriers to learning with reading, writing and maths	1, 4

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster classes for Year 6 pupils (particular focus on PP children) over a 6 week period 3 times a week before school.	Small targeted group teaching demonstrates improved outcomes for pupils.	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions on regular basis during Spring and Summer term have impact and help close the gap between PP and non PP. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4

School & Needs led tutoring Teachers/TA's working with small groups of targeted children.	EEF advocates the impact of small group work to raise standards/increase outcomes. Groups of children and individuals have been identified across KS1 and KS2 who would benefit from further additional intervention in writing specifically	1,2 and 4
Before School lessons before school for some pupils	Some targeted children benefit from additional before school lessons that are used as targeted interventions.	1,3 and 4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well Being/Pastoral Leader in place providing expert support for a range of SEMH needs within school and ensuring clear communication with families and external agencies.	Nurturing and EEF principles which refer to core competencies: Self-awareness. Self-regulation. Social awareness. Relationship skills. Responsible decision making	1, 2, 3
Education Welfare Officer (EWO) to continue to work with school to monitor and improve attendance. Improved attendance evident in most children whose families have met with EWO. Paperwork trail completed	Education Welfare Officer to continue to work with school to monitor and improve attendance. Improved attendance evident in most children whose families have met with EWO.	2, 3
Wider curriculum and enrichment activities included throughout the year (PP children supported to engage in these in a range of different ways) e.g. Residential trips in Y5 and 6, Etihad stadium visit, Museum trips, Field trips, range of speakers visit school,	Some of our children have limited opportunities to engage cultural activities linked to the arts and the wider world.	5 (all)

range of clubs in school, competitions and events, links with community and charity work.		
Provide peripatetic music lessons for disadvantaged pupils; children are provided with music lessons which they would otherwise not have accessed.	The Education Endowment Foundation rates arts participation as +3. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	5, 4
School part fund educational visits for vulnerable pupils; all children are able to access experiences beyond the classroom	The Education Endowment Fund has found that essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way First-hand opportunities have been invaluable for children and build on cultural capital. Some pupils never leave the immediate area so the experiences are key. 100% of our children have rich cultural capital opportunities.	5
Uniform, food, essentials provided for disadvantaged pupils	St Bernadette's have provided and continue to provide support for families in times of hardship	5, 3

Total budgeted cost: £38,000

Additional funds have been used from the School Budget

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching and Targeted Academic Support

- Trips, extra resources for Year 6 children and residential trips have all been funded for Year 6 children
- PP children have been involved in extra writing interventions across the school to improve writing and increase fluency. Writing is a focus for the whole school.
- PP children have also been involved in Maths support across the school as Maths at GDS is a focus to improve attainment at the higher level for all year groups.
- New Phonics books have been purchased for EYFS and KS1 to make the phonics levels that they are on in school, match the books that are being read at home. This supports the home/school relationship with parents and gives the children phonically decodable books and encourages their learning.
- ‘Boot camp’ sessions have taken place for Year 6 children to boost their learning as they moved towards the SATs at the end of the year. They were supported by several members of staff before school for 5 week period.
- English and Maths leader have done several sessions of staff training to increase guided reading, reasoning in Maths and writing skills.
- PP children have been selected for 1:1 reading with several volunteers / governors who come in to promote a love of reading

Outcomes

All children’s progress was tracked on a termly basis. We compared the progress of these groups against non-disadvantaged children to ensure that they are making expected and accelerated progress.

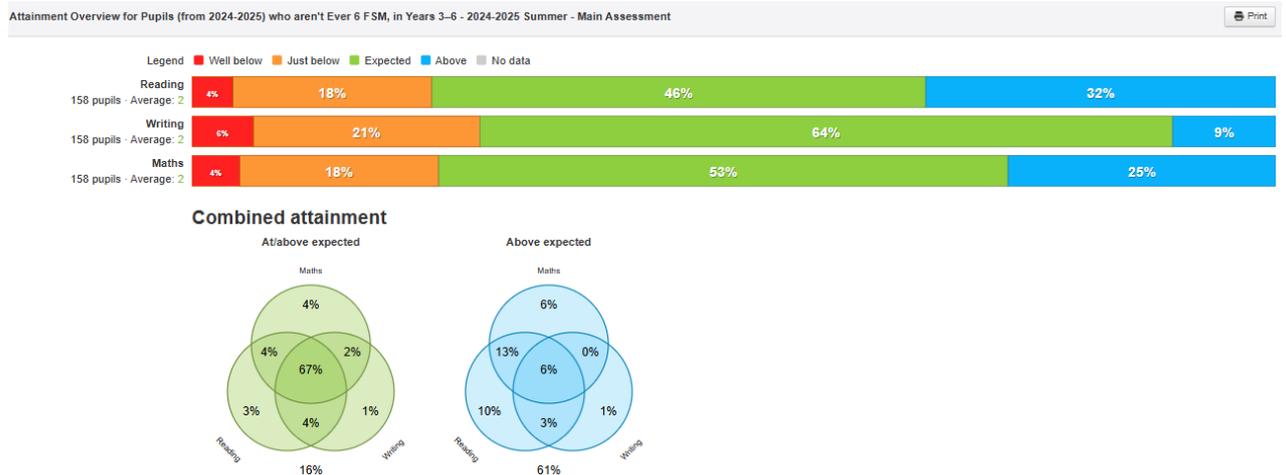
Academic Year 2024-2025

KS2 (Years 3 to 6)

There were 10 children who received pupil premium funding in KS2.(disadvantaged)



Not PP children



Reading

PP children within KS2 made marginally more progress than their NPP peers in Reading. 80% made at least expected progress compared to 78% of NPP children

Writing

PP children within KS2 made less progress than their NPP peers in Writing. 50% made at least expected progress in writing compared to 73% of NPP children

Maths

PP children within KS2 made marginally more progress than their NPP peers in Maths. 80% made at least expected progress with NPP making 78%

Year 6 Results 2025

Year 6 Pupil Premium Children (3 children)

St. Bernadette's	%
Reading	100%
Writing	67%
Maths	100%

In Reading and Maths our progress is above National levels, but in writing our children are below national figures.

Year One Phonics

50% (1/2) children in Year 1 passed their phonics test.

50% (1/2) of the Year 2 retake children pass their phonics (1/2)

EYFS

There were no PP children in EYFS in 2024-2025 academic year

Wider Strategies

- Funding was used to provide various enrichment opportunities for all our children including residential trips, topic-based activities and school curriculum visits and all benefitted from these.
- All classes have access to Extra-curricular clubs including PE and sports, Science club, Art club, gymnastics and many PP children attend most of these and are given priority to these facilities. Miss Cawdrey and Mrs Scott have worked with the children in UKS2 to ensure that they are getting the extra learning support that they need, and this has ensured that PP children are also being supported in class.
- School admin staff and the Attendance leader were responsible for tracking attendance and punctuality. Children were identified and strategies were implemented including parental contact to try to improve.
- We have continued to work hard with the curriculum and have achieved the PSQM Science Mark. Staff have done lots of work with all the children to ensure that they are receiving an excellent Science curriculum.
- Chris Holt (Pastoral Support) has 2.5 days dedicated to working with children who have mental health, anxiety, home issues and PP children. She prioritises these children to ensure they feel safe, included and supported in school. She provides a vital role in helping them learn and feel valued.

- Resources were purchased specifically to enhance all areas of the curriculum, including PE equipment, science equipment and reading materials.
- The increase in confidence and self-esteem for many of these children because of the work that Mrs Holt and other staff in small group work did is clear. Lego Therapy, 1:1 sessions and Talkabout, Toe by Toe all helped these children to flourish in their learning.

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
n/a	