



St Bernadette's Roman Catholic Primary School

Live the Gospel and when necessary use words

Our mission as a Roman Catholic primary school is to provide a catholic education that puts the word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.

Pupil Premium Strategy Statement

September 2021 –

July 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	St Bernadette's Catholic Primary School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Fallon, Headteacher
Pupil premium lead	Imelda Milner, Deputy Headteacher
Governor / Trustee lead	Kath Mullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,285
Recovery premium funding allocation this academic year	£7,685
Pupil 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	£89,870

Part A: Pupil premium strategy plan

Statement of intent

St. Bernadette's Catholic Primary School's vision is that disadvantaged pupils out-perform their peers. It is, of course, our intention 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 teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The Education Endowment Foundation research has proven that this has the greatest impact on closing the disadvantage attainment gap and at the same time benefitting 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We aim to close the gaps widened by the pandemic and ensure that all children, especially those eligible for the Pupil Premium Grant achieve their full potential.

We aim to support improved mental health and well-being of disadvantaged pupils which impacts on their ability to achieve their potential.

We aim to improve Reading outcomes, particularly Early Reading outcomes for all pupils eligible for the Pupil Premium Grant as we know that being able to read fluently and with understanding opens doors for the future and enables pupils to success across the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	School Context: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.20 (decile 4). We have an IMD of 4 (score: 22.2). 40% of our pupils live in decile 1-3 with 15% considered to be living in the most deprived areas nationally. Four fifths of our PP cohort live in deciles 1-3. Due to the current economic climate and issues caused by the pandemic our proportion of children eligible for PP has increased by over 25% in the last 12 months.
2	Early Reading: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with early reading than their peers. Reception baseline suggests that 29% of PP eligible children are not on track in Literacy compared with 17% of Non-PP eligible children. In the recent Year 2 Phonic Check 43% of children eligible for PP did not pass the check, in contrast to 19% of Non-PP eligible children. This negatively impacts their development as readers.
3	Attainment on Entry: Data on entry to Nursery fluctuates each year with varying proportions of pupils entering school with knowledge and skills that are below those expected for their age. Each year, a small proportion of pupils enter Nursery with knowledge and skills which are significantly below what is typical for their age. Each cohort has differing aspects of low on-entry data within the prime areas. We also have a large number of SALT referrals. Reception baseline this year suggests that two thirds of the PP eligible cohort are not at the expected standard in Literacy and just under half are not at the expected standard for Personal, Social and Emotional Development, indicating an impact of 2 years of COVID-19 disruptions for these children.
4	Attaining at a greater depth: Pupil Premium children do not achieve greater depth in the same proportions as Non-PP children across the school
5	Impact of COVID-19: Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils. 10% of disadvantaged pupils have been 'persistently absent' compared to 3% of their peers in 2020/2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 Early Reading achievements of disadvantaged pupils.	End of EYFS, Phonics Screen and End of KS1 Results in reading show that pupils eligible for PP are at least in line with peers by 2024/25
Improved reading attainment among disadvantaged pupils across KS2	KS2 reading outcomes in 2024/25 show that proportions of children who are eligible for PP are at least in line with their peers.
Improved proportions of children eligible for PP exceeding the expected standard across the school.	KS2 outcomes in 2024/25 show that the proportions disadvantaged pupils exceeding the expected standard is in-line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to be in-line • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£44,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	1,2
Ensuring that all staff access CPD for Phonics and Early Reading Training	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2
Enhance the provision to support pupils to develop fluent reading capabilities across Key Stage 2	Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. EEF KS2 Reading Guidance Report	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	3

<p>We will fund teacher and HLTA release time to train in a structured intervention to provide additional support particularly to increase the proportion of children eligible for PP working beyond the expected standard.</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional support for children in school</p> <p>THRIVE approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: **£26,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Purchase of Phonics Assessment tracker to identify children in need of intervention</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £89,870