



St Bernadette's Catholic Primary School Pupil Premium Strategy Statement 2024-2027 Academic Year and Finance Details for 2025-26

This statement details St Bernadette's use of Pupil Premium funding to help improve the attainment and progress of our *Disadvantaged Pupils (DPs)*. It outlines our Pupil Premium Strategy approach and how we intend to spend the funding this academic year. The effect that last year's spending of Pupil Premium had within our school can be found in the Review of 2024-2025 Strategy Outcomes.

School Overview

Detail	Data
School name	St Bernadette's Catholic Primary School
Number of pupils in school	392 (including nursery as of 8.9.25)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (Second year of Pupil Premium Statement)
Date this statement was published	September 2025
Date on which it will be reviewed	Mid-year review February 2026 End of academic year review July 2026
Statement authorised by	Full Governing Board
Pupil premium lead	Mrs Melanie Smith
Lead Governor	Ms Izabela Kocan

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£93,930 (Financial Year 2025-26 based on 62 pupils x £1515)
Recovery Premium funding allocation this academic year	N/A
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year (2025-26)	£93,930 approximately + £350 (Armed Forces) and PLAC funding to be confirmed) Total - £94,620 approximately (Financial Year 2025-26)

Pupil Premium Strategy Plan

Statement of intent

At St Bernadette's, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve national standards across all subject areas.

At St Bernadette's, we are dedicated to reducing the gap between the most disadvantaged pupils and their peers. The focus of our Pupil Premium Strategy is to support Disadvantaged Pupils to reach their full potential academically, socially, and emotionally, including those who are already high attainers.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research has proven this has 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 Pupil Premium Strategy is also part of St Bernadette's Intervention Support Strategy which is reviewed termly.

Our approach is responsive to common challenges and individual needs, rooted in diagnostic assessment, observations, and knowledge of our school community. 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 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.
- support mental health and well-being and address any identified additional needs or vulnerabilities.

The Pupil Premium Strategy is reviewed twice a year by the Full Governing Board to ensure that it is meeting its objectives and benefitting our pupils.

Challenges

This details the key challenges to achievement that we have identified among our Disadvantaged Pupils.

Challenge number	Detail of challenge
1- Language and communication difficulties	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many Disadvantaged Pupils with more than 50% of DPs with EAL (27 current pupils) across Year 1 – Year 6.
2- Low Attainment in Reading, Writing and Maths	Assessments, observations, work scrutiny, and discussions with pupils suggest attainment in reading, writing and maths are lower on average than their peers.
3 – SEND	Assessments, observations, and discussions with pupils suggest disadvantaged pupils with special educational needs generally have greater difficulties with reading, writing and maths than their peers. Approximately 20% of DPs are currently receiving SEND support.
4– Low self-esteem and engagement	Our assessments (including pupil wellbeing surveys and emotional literacy tests), observations and discussions with pupils have identified specific social and emotional issues for some pupils. These challenges particularly affect Disadvantaged Pupils, including their attainment.
5 - Lack of support for home learning	Observations and discussions with pupils and families highlight that many pupils do not have sufficient support or resources at home to support their home learning.

Intended outcome	Success criteria
<i>To improve oral and language skills across the school.</i>	Assessments and observations indicate significantly improved oral language and richer vocabulary among Disadvantaged Pupils.
<i>Improved reading attainment/progress among disadvantaged pupils at the end of KS1 and KS2.</i>	Data analysis, assessments and observations in Key stage 1 and 2 show there is a year-on-year improvement in reading progress, with the gap narrowing between NDPs and DPs. Data analysis, assessments and observations in EYFS and Year 1 show there is a year-on-year improvement in phonics progress, and DPs data is in line with NDPs in Year 1 Phonic screening
<i>Improved maths attainment/progress for disadvantaged pupils at the end of at the end of KS1 and KS2.</i>	Data analysis, assessments and observations in Key stage 1 and 2 show there is a year-on-year improvement in reading progress, with the gap narrowing between NDPs and DPs.
<i>Improved writing attainment/progress for disadvantaged pupils at the end of at the end of KS1 and KS2.</i>	Data analysis, assessments and observations in Key stage 1 and 2 show there is a year-on-year improvement in reading progress, with the gap narrowing between NDPs and DPs.
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our Disadvantaged Pupils.</i>	Sustained improved levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice through pupil well-being questionnaires, parent surveys and teacher observations • quantitative data from Emotional Literacy assessments show year-on-year improvements in pupil wellbeing. • significant increase in participation in enrichment activities, particularly among Disadvantaged Pupils

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.

Activities

This details how we intend to spend our Pupil Premium this academic year to address the challenges listed above.

Teaching

Budgeted cost: £ 25,000 (2025-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • <i>Purchase of CPD and further resources from Phonics programme – Read, Write Inc</i> • <i>Training/Upskilling staff delivering Phonics Programme</i> 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2 and 3
<ul style="list-style-type: none"> • <i>Purchase of Accelerated Reader scheme and whole class reading comprehension approach which focuses on collaborative learning and development of phonics</i> 	<p>On average, reading comprehension approaches deliver an additional six months' progress source EEF</p>	1, 2 and 3
<ul style="list-style-type: none"> • <i>Purchase of Spelling Shed, Grammar Shed scheme of work and Cracking Comprehension</i> • <i>Training and upskilling staff on reading approach for Key stage 2. Tailored support across the year for Staff CPD</i> 		1, 2 and 3
<ul style="list-style-type: none"> • <i>Purchase of Handwriting Scheme PenPals</i> 		1, 2 and 3
<ul style="list-style-type: none"> • <i>Purchase/Embed White Rose Maths across all year groups, working the Enigma maths hub.</i> • <i>Training specifically on upskilling Teacher/Teaching assistants</i> 	Improving Mathematics in Key Stages 2 and 3 – EEF guidance on teaching of maths;	1,2 and 3
<ul style="list-style-type: none"> • <i>To implement, embed and evaluate effective feedback strategies that promote learning and positive outcomes for DPs.</i> 	<p>Source – EEF – Educational studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes or in recall of information).</p>	1,2, 3 and 4

Targeted Academic Support

Teaching and Targeted Budgeted cost: £ 60,000 (2025-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Identified pupils (DP and NDP) to make accelerated progress from their baseline assessment.</i></p> <p><i>Deploy an additional teacher to implement a programme of small group interventions and targeted structured support.</i></p>	<p>Source – EEF – small group intervention supported by teacher and aligned to what is happening in the classroom provides successful sustained targeted support)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2, 3, 4 and 5</p>
<p><i>To purchase and implement and MyOn to support reading approach at home for all DPs across school. To review and incentivise pupils to read a range of different genres</i></p>	<p>Source – EEF On average, individualised instruction approaches have an impact of 4 months' additional progress.</p>	
<p><i>Support staff/teaching staff deployed to implement 1:1/group additional after school tuition in reading, writing and maths.</i></p>	<p>Source – EEF On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	
<p><i>Support staff deployed to implement phonic intervention in both key stages</i></p>		
<p><i>Support staff deployed to implement school-based interventions – Maths catch up and Pre-Teaching</i></p>		
<p><i>Subscription to TT Rockstars to develop multiplication and division recall across school</i></p>		
<p><i>Support pupils with homework through an after-school club and provide personalised support</i></p>	<p>Source – EEF Homework has a positive impact on average and some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported.</p>	

Wider Strategies

Budgeted cost: £15,000 (2025-26)

Activity	Evidence that supports this approach	Challenge number(s) addressed		
<p><i>To embed Staff Champion Programme.</i> <i>To provide Learning Mentor/Well-being support.</i></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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2 and 4		
<p><i>To provide Disadvantaged Pupils learning experiences beyond the classroom- subsidise trips, music lessons, homework support, after school clubs and providing laptops.</i></p>			<p><i>Learning Mentor. Inclusion Manager and PP Lead to identify and support families and children to alleviate any barriers to learning and enhance attendance. Monitor persistent absentees and ensure the parents are aware when attendance falls below 90%. Working with families to increase attendance – using incentives and awards where relevant.</i></p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>
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<p><i>Parental Involvement – provide a range of academic and well-being workshops to support parents with their children e.g. phonics, behaviour, sleep habits, dental health, healthy eating etc</i></p> <p><i>Inclusion Manager offering a programme of parental workshops including Early Bird plus, parent information and drop-in sessions on a half termly basis</i></p>				

Total budgeted cost: £ 100,000 (2025-26) approximately