

St Bernadette's Catholic Primary Review of 2025-26 Strategy Outcomes

Pupil Premium Strategy Outcomes

The table below shows the attainment and progress of all 68 DPs and 1 Service child in Year 1 – 6 across the school this academic year 2025-2026.

	Reading	Writing	Maths
Attainment EXP+	67% (46 out of 69 pupils) 86% (46 out of 53 with SEND data removed)	62% (43 out of 69 pupils) 81% (43 out of 53 with SEND data removed)	64% (44 out of 69 pupils) 83% (44 out of 53 with SEND data removed)
EXP+ Progress (expected and accelerated progress together)	99% (68 out of 69 pupils)	94% (65 out of 69 pupils)	88% (61 out of 69 pupils)
Attainment GDS	25% (17 out of 69 pupils)	16% (11 out of 69 pupils)	13% (9 out of 69 pupils)
Accelerated Progress	19% (13 out of 69 pupils)	17% (12 out of 69 pupils)	16% (11 out of 69 pupils)

Within the DP (Disadvantaged Pupils) cohort across the school 16 pupils are SEND.

Our disadvantaged pupils are making expected+ progress - 99% in reading, 94% in writing, and 88% in maths. Attainment across the school is higher in reading with 67% of pupils achieving end of year expectations, 62% of DPs are achieving end of year writing expectations and 64% of DPs are achieving end of year maths expectations. When we remove SEND pupils from the data, our disadvantaged pupils across the school between 81-86% achieve expected standard.

Statutory Data

Year 1 Phonic Screening 2026

National 2025	St Bernadette's 2026 (all pupils)	St Bernadette's DP 2026 (6)	DP National 2025)	St Bernadette's 2026 Non-DP	Non-DP (National 2025)
80%	95%	83%	67%	97% (37 out of 38)	84%

St Bernadette's is actively narrowing the attainment gap between disadvantaged and non-disadvantaged pupils, our DP pupils at St Bernadette's are performing better than the national average for all pupils (83% vs 80%) in the Year 1 phonic screening.

Year 4 Multiplication Check 2026

National	St Bernadette's 2026 (all pupils)	St Bernadette's 2026 DP (11)	DP National 2025	St Bernadette's 2026 Non-DP	Non-DP National 2025
37% (2025)	80% (2026)	55% (2026)	27%	86%	41%

At St Bernadette's our 55% pass rate of 25 out of 25 for DP pupils (6 out of 11) in the year 4 Multiplication Check. This shows that DPs are performing above the 2025 national average for PP pupils (27%), our DP pupils achieved double the national rate for disadvantaged pupils and outperformed the overall national average (37%). The average score for DPs in 2026 was 23.1, which is well above the average score for non-DPs which was 21.7 (2025).

Key stage 2 Attainment 2026 – data for the 8 eligible funded pupils

	All	DP (8)	Non - DP		All	DP (8)	Non - DP		All	DP (8)	Non - DP
Reading National (2026) EXS+	75%	NOT YET AVAILABLE		Writing National (2026) EXS+	73%	NOT YET AVAILABLE		Maths National (2026) EXS+	75%	NOT YET AVAILABLE	
Reading School EXS+ SATs 2026	84%	38%	91%	Writing School EXS+ SATs 2026	77%	38%	82%	Maths School EXS+ SATs 2026	75%	38%	81%
National GD 2026	NOT YET AVAILABLE			National GD 2026	NOT YET AVAILABLE			National GD 2026	NOT YET AVAILABLE		
Reading GD school SATs 2026	41%	38%	42%	Writing School GD SATs 2026	15%	13%	16%	Maths GD School SATs 2026	36%	13%	40%

Key stage 2 Attainment 2026 – data for the 13 eligible yet not funded pupils at the end of the Year 6 academic year

	All	DP (13)	Non - DP		All	DP (13)	Non - DP		All	DP (13)	Non - DP
Reading National (2026) EXS+	75%	NOT YET AVAILABLE		Writing National (2026) EXS+	73%	NOT YET AVAILABLE		Maths National (2026) EXS+	75%	NOT YET AVAILABLE	
Reading School EXS+ SATs 2026	84%	62%	90%	Writing School EXS+ SATs 2026	77%	54%	82%	Maths School EXS+ SATs 2026	75%	46%	83%
National GD 2026	NOT YET AVAILABLE			National GD 2026	NOT YET AVAILABLE			National GD 2026	NOT YET AVAILABLE		
Reading GD school SATs 2026	41%	46%	40%	Writing School GD SATs 2026	15%	15%	16%	Maths GD School SATs 2026	36%	23%	40%

At the end of key stage 2 the attainment gap between DPs and NDPS is evident at EXP+ in all areas. 38% of DP pupils achieved greater depth in reading showing real strength in this area and 13% achieved greater depth in writing and maths. Comparing data with the 13 DPs (Y6 actual numbers 2026) shows that 62% of DPs reached expected standard in reading which is close to national average of 75%, DPs outperformed non-DPS at greater depth in reading and DPs achieved 54% in writing and 46% in maths.

Externally provided programmes – below are the names of any non-DfE programmes that St Bernadette's have purchased in the academic year 2025-2026.

Programme	Provider
TT Rockstars	Maths Circle LTD
Cracking Comprehension	Rising Stars
Talk for Writing	Pie Corbett
Accelerated Reader	Renaissance
Read, Write Inc	
White Rose Maths	
Spelling/Grammar Shed	Education Shed LTD
Handwriting Pen Pals	Cambridge

Glossary

DP – Disadvantaged Pupils

PP – Pupil Premium

PPF – Pupil Premium Funding

GDS– Greater Depth Standard

EXP – Expected Standard

EXP+ - Expected and Greater Depth

EXP+ Progress - Expected and Accelerated Progress

SEND- Special Educational Needs and Disabilities

EAL – English as an additional Language

Evaluation OF 2025-26 PUPIL PREMIUM SPENDING

Total spending 2025-26: £95,000

Successes – what has worked well

Reading interventions and teaching

- 99% of PP pupils made expected+ progress in reading
- 86% of non-SEND PP pupils achieved EXS+ (above national average)
- Year 1 Phonics: 83% of PP pupils passed (above national 80%)
- Read Write Inc phonics programme providing strong foundation
- Accelerated Reader driving engagement and progress

Year 4 Multiplication Check

- The average score for DPs in 2026 was 23.1, which is well above the average score for non-DPs which was 21.7 (2025).
- 55% of PP pupils passed (double the national PP average of 27%)
- TT Rockstars subscription effective for times tables practice

Greater depth achievement in reading

Progress across all subjects

- 94% made expected+ progress in writing
- 88% made expected+ progress in maths

Non-SEND PP pupils achieving well

- When SEND removed, attainment rises to 81-86% EXS+
- Demonstrates quality-first teaching is effective

Areas of development

- KS2 attainment gap remains significant
- Maths progress lower than reading
- Writing and maths attainment below reading
- PP/SEND pupils (dual barriers)

Amendments for 2026-27

Based on our evaluation, we are making the following amendments to strategy

- ✓ Strengthen maths teaching and interventions
- ✓ Strengthen PP/SEND collaboration
- ✓ Maintain and build on reading success
- ✓ Increase HLTA hours for interventions.

St Bernadette's Catholic Primary School Pupil Premium Strategy Statement 2024-2027 Academic Year and Finance Details for 2026-27

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. This is the final year of our 3-year Pupil Premium Strategy (2024-2027). A new 3-year plan will be developed in Summer 2027. The effect that last year's spending of Pupil Premium had within our school can be found in the Review of 2025-2026 Strategy Outcomes.

School Overview

Detail	Data
School name	St Bernadette's Catholic Primary School
Number of pupils in school	367 (including nursery)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (Year 3 out of Year 3 of Pupil Premium Statement)
Date this statement was published	September 2026
Date on which it will be reviewed	Mid-year review February 2027 End of academic year review July 2027
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	£94, 550 (Financial Year 2026-27 based on 61 pupils x £1550)
Recovery Premium funding allocation this academic year	N/A
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year (2026-27)	£94,550 approximately + £360 (Armed Forces) and £5360 (2 x PLAC) Total - £100,290 approximately (Financial Year 2026-27)

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, pupil voice, knowledge of our school community and evidence-based research (particularly from the Education Endowment Foundation).

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.
- work in partnership with parents to support learning at home
- monitor and evaluate to ensure maximum impact

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 40% of DPs with EAL (24 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. Based on data analysis and evaluation of pupil premium spending additional intervention clubs to be implemented in 2026-2027 academic year to improve maths outcomes across school.
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. These pupils face dual barriers to learning and require both PP and 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 maths 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 writing 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: • 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: Budgeted cost: £ 35,000 (2026-27)

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Purchase of CPD and further resources from Phonics programme – Read, Write Inc - Training/Upskilling staff delivering Phonics Programme	Ensuring high-quality teaching for all and ensuring children keep up and make accelerated progress. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2 and 3
Purchase of Accelerated Reader scheme and whole class reading comprehension approach which focuses on collaborative learning and development of phonics	Reading comprehension strategies that support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text. The teaching of reading comprehension strategies includes consciously modelling and questioning. This is taught as a whole class as part of usual lessons and can also be taught through targeted interventions delivered in small groups. On average, reading comprehension approaches deliver an additional six months' progress source EEF	1, 2 and 3
- Purchase of Spelling Shed, Grammar Shed scheme of work and Cracking Comprehension - Training and upskilling staff on reading approach for Key stage 2. Tailored support across the year for Staff CPD	Developing pupils' transcription and sentence construction skills through extensive practice frees working memory, reduces cognitive load, improves composition and builds early foundations https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2 and 3
Purchase of Handwriting Scheme PenPals		1, 2 and 3
- Purchase/Embed White Rose Maths across all year groups, working the Enigma maths hub. - Training specifically on upskilling	Ensuring high-quality Maths's teaching across the school through monitoring and evaluation and effective CPD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2 and 3

Teacher/Teaching assistants		
To implement, embed and evaluate effective feedback strategies that promote learning and positive outcomes for DPs.	Ensuring feedback delivery is effective and not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking plays one part of an effective feedback strategy. Feedback can be effective during, immediately after and sometime after learning. Source – EEF – Educational studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes or in recall of information).	1,2, 3 and 4

Targeted Academic Support

Teaching and Targeted Budgeted cost: £ 48,290 (2026-27)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Identified pupils (DP and NDP) to make accelerated progress from their baseline assessment.</i> <i>Deploy a HLTA (part time) to implement a programme of small group interventions and targeted structured support.</i>	Source – EEF – small group intervention supported by teacher and aligned to what is happening in the classroom provides successful sustained targeted support) Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2, 3, 4 and 5
<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>	Source – EEF On average, individualised instruction approaches have an impact of 4 months' additional progress.	
<i>Support staff/teaching staff deployed to implement 1:1/group additional after school tuition in reading and writing</i>	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 areas.	
<i>Support staff deployed to implement phonic intervention in both key stages</i>		
<i>Support staff deployed to implement school-based interventions – Maths catch up and pre-teaching</i>		
<i>Subscription to TT Rockstars to develop multiplication and division recall across school</i>		
<i>Support pupils with homework through an after-school club and provide personalised support</i>	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.	

<i>Support staff/teaching staff deployed to implement 1:1/group additional after school tuition in maths providing a morning booster club, a lunchtime club and after school club.</i> <i>Provide a maths workshop to support parents and carers</i>	Based on data analysis additional support for maths to be implemented for 2026-2027 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 areas.
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Wider Strategies

Budgeted cost: £17,000 (2026-27)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To embed Staff Champion Programme.</i> <i>To provide Learning Mentor/Well-being support.</i>	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)	2 and 4
<i>To provide Disadvantaged Pupils learning experiences beyond the classroom- subsidise residential trip, music lessons, homework support, after school clubs and providing laptops.</i>		
<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>	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2,4 and 5
<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> <i>Advisor to primary and secondary schools in the field of neurodiversity offering a programme of parental workshops including Early Bird</i>		

<i>plus, parent information, and drop-in sessions on a half termly basis</i>		
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Total budgeted cost: £ £100,290 (2026-27)