



*Living and Learning through Christ*

## St Bernadette Catholic Primary School - Pupil Premium Strategy Statement (2024-2025)

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Bernadette Primary
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers	2023/25
Date this statement was published	2025
Date on which it will be reviewed	March 2026
Statement authorised by	Barbara Lee, Head Teacher
Pupil premium lead	Vicky Palmer, Deputy Head Teacher
Governor / Trustee lead	Richard Triggs

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

## Part A: Pupil premium strategy plan

### Statement of intent

The Government introduced the Pupil Premium (PP) Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM), Looked after Children and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

At St Bernadette Primary school we place the children in our care at the centre of all we do in a community that is founded on the values of tolerance, respect, forgiveness, kindness and love of our neighbour.

We recognise that not all pupils who are eligible for the Pupil Premium are underachieving and that others may be underachieving and not eligible for Pupil Premium funding. It is our intention to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident. Our school is full-committed to ensuring the progress of all pupils and especially those that are disadvantaged.

We use Pupil Premium funds to help the pupils in a lots of ways including academic and non-academic areas. These include:

- 1-1 support
- Academic mentors
- Well-being mentors
- Additional adult cover for weekly teaching and learning sessions with class teacher
- Breakfast and After-school club provision
- Music lessons provision
- All trips and visits
- Uniforms
- Transport
- Tracking and monitoring attendance

### Challenges

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

Challenge number	Detail of challenge
1	Emotional and mental health needs caused by many factors including the pandemic.
2	Attendance is below that of non-PP pupils. This was narrowing, but the pandemic has seen the gap grow again with some persistent absences.
3	Impact of SEN needs.
4	Gaps in basics such as communication and language skills that impact on reading and oracy.
5	Limited opportunities to explore and learn beyond their home exacerbated by lockdowns and Covid restrictions.
6	Raising progress and attainment of disadvantaged pupils from their starting points at EYFS.

## 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
Stability in pupil's emotional and mental health.	Support for pupils and families enables the pupils to focus on their learning.
Improved attendance	Attendance is consistent enabling pupils to make improvements in achievements and narrow the gaps
Limiting the Impact of SEN needs.	Provision to support needs and learning so that pupils make progress in line with peers. Pupils develop skills to support their learning.
Improvements in phonics and reading.	All pupils make sound phonic progress enabling them to access variety of reading resources. Improvements in vocabulary.
Provide opportunities beyond the classroom and support for pupils and families.	Enrichment opportunities to widen experiences in addition to developing confidence and ambition. Holistic support to include the family which will overcome certain barriers and limit welfare issues.
Excellent Early years provision. Raising progress and attainment of disadvantaged pupils from their starting points at EYFS.	Better starting points for Early Years pupils. Improved transition to Reception and Year 1. Good home/school collaboration. Development of solid basic skills to enable pupils to achieve as well as or better than 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: **£20,420**

Activity	Success Criteria	Challenge number(s) addressed
<p>Purchase of a DfE validated Synthetic Phonics Programme (SPP) to secure stronger phonics teaching for all pupils. (Monster Phonics) <b>£5,500</b></p> <p>Phonics CPD for all staff Speech and Language therapist support for pupil and parents. Phonics tracker purchase – CPD for all staff. <b>£4,750</b></p> <p>Review and develop text match reading resources – CPD for all staff and purchase appropriate reading matter. <b>£1500</b></p>	<p>Programme identified, purchased, resourced and in place. Expert delivery by the staff team. Pupil's phonic knowledge matches or exceeds peers and is in line or above national PP averages. Additional support for speech gaps from specialised professional. Tracker ensure gaps are identified and interventions put in place so that gaps are addressed and overcome.</p>	<p>1, 3, 4, 6</p>
<p>Participation in the DELTA Project (EEF and LA) to improve the way TA's are deployed to support teaching and learning.</p>	<p>Objectives identified from reviews. Effective actions implemented. Positive impact and improved provision. Teachers deploy additional support with greater skill. TA's have more involvement with planning and assessment so that the pupil's route to progress and achievement is shared, planned for and reviewed. Holistic provision based on greater collaboration between teacher and TA's. PP pupils make expected or better progress that is in line with peers and national averages.</p>	<p>3, 4, 6</p>
<p>Learning Mentors (NTP) (1-3 appropriate groups) 15 sessions <b>£8,670</b></p>	<p>Gaps narrow so that pupil progress and attainment is in line with peers. Pupils are better prepared for transition to next year group.</p>	<p>1,2</p>

	Improved confidence and attitude to learning.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£2,200**

Activity	Success Criteria	Challenge number(s) addressed
Phonics Intervention Accelerate progress of PP pupils in R/KS1 with phonics	PP pupils outscore national peers and match non-PP peers in check	4, 6
Fluent in Five for Years 2-6	Performance of PP pupils in compared to national in maths improves	2
Coaching mentors to support reading and emotional wellbeing. <b>£2,200</b>	Improvements to wellbeing, confidence and readiness to learn.	1,2,4
Reading volunteers for KS1 PP pupils.	PP pupils reading outcomes match that of non-PP peers	2,4, 6
Booster & revision programme organised and resourced for Year 6 PP pupils	Y6 PP pupils feel prepared for assessments and approach them with confidence	1, 2, 3, 4
Additional SENCO time allocated to oversee PP interventions	Interventions have impact.	All areas.

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

Budgeted cost: **£17,900**

Activity	Success Criteria	Challenge number(s) addressed
Additional SENDCo time funded to improve provision for PP pupils with SEND <b>£4,500</b>	SENDCo ensures Code of Practice followed fully. Regular monitoring of ILP work happens. Pupils given the additional support they need. Outside agencies involved as required. Top Up applications successful. Effective mentoring and well-being activities.	1,2,3
Lunchtime support <b>£4,500</b>	Focus on active and engaging playtimes. Improved attitude to learning.	1,5, 6
Deployment of staff for Attendance manager role to improve attendance for PP children – raising profile of the issue, compiling & sharing data, liaising with parents & outside agencies and widening accountability	Teachers involved in tracking attendance of PP pupils and helping to support improvement  Attendance gap for PP pupils closes. Less PP pupils are persistent absentees	2
Trips and visits financial support. <b>£3,500</b>	Disadvantaged pupils have full access to enrichment activities.	1,2,5
Breakfast and After-School club <b>BC       £2750</b> <b>Sports   £1750</b>	Better starting points to the school day that includes wellbeing check and provision of breakfast.  Pastoral extension to the school day with opportunity to complete homework tasks.  After school Sports club supports wellbeing.	1,2,4,5,
Music tuition <b>£900</b>	All KS2 PP pupils offered ukulele lessons	5

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The pandemic added yet another dimension to barriers for disadvantaged pupils. PP pupils were targeted as potentially vulnerable pupils and invited to attend school with key worker children during lockdowns. This enabled many to maintain their trends in progress as they benefited from smaller teaching and learning groups. However, this was not the same for all PP pupils some of whom did not attend school or participate fully in remote learning despite the considerable efforts to engage them and their families. Regular home visits were put in place under COVID restrictions with the main aim being a well-being and safeguarding check.

IT resources, IT tuition and provision of hard copy materials and other resources families needed to have to get through their week were prioritised.

Despite targeted lockdown support and follow-up additional catch-up provision, the majority of PP pupils suffered not only academically but in terms of their well-being- hence target 1.

Ensuring consistent attendance was and continues to be a focus. This has been effective for majority but there continues to be issues with one or two PP pupils. We work closely with the families encouraging their support for attendance.

In addition to the usual classroom differentiation, interventions, targeted teacher/PP pupil twice weekly session, extra support includes the provision of learning mentors to work with small groups of three pupils. This involves intense support for periods of time on specific areas of academic need. Impact is slowly emerging in terms of attitude to learning, improved punctuality and attendance and home support efforts.