Pupil premium strategy statement 2025 – 2028

St Bernadette's Catholic Primary School

This statement details our school's use of pupil premium (and recovery 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	543
Proportion (%) of pupil premium eligible pupils	46%
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)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	J Lenihan Chair of Governors
Pupil premium lead	A Carroll
Governor / Trustee lead	M Winters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£389,355
Post LAC Funding allocation this academic year	£2630
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£18,165
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*	£410,150

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all of our pupils receive the right level of help and support in order to make the best academic progress and attainment in all areas of the curriculum during their time at our school as they can. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach. At St Bernadette's, through high quality first teaching, we have a proven record of closing the disadvantage attainment gap and at the same time ensuring all children achieve to their full potential. We believe that all children must have the opportunity to succeed and develop their experiences to ensure they continue to thrive once they leave our school.

Our main key principles are:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensuring that appropriate provision across the curriculum is made for pupils who are disadvantaged and for those that are vulnerable by addressing their specific needs and weaknesses with appropriate levels of support and measuring impact.
- Targeted academic support is provided to all pupils who are not making good progress through appropriate interventions, smaller teaching groups to narrow the gap between disadvantaged and non-disadvantaged.
- To support our children's health and wellbeing to enable them to be ready to learn and access learning.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- To ensure all children, regardless of background or ability, are provided with the same experiences both inside and outside the classroom.

It is the responsibility of the whole school team for the provision for our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	*There is a low level of speech and language development on entry into the EYFS, particularly of Disadvantaged pupils.*
2	Disadvantaged pupils have low levels of phonics knowledge and require greater input in order that they catch up with their peers to ensure this does not negatively impact on their reading development.
3	Pupils mental health has had a negative impact on their social and emotional development as well as influencing their academic progress. Play Therapy in place for more specialist social and emotional support.
4	Reading – bottom 20% Reading Plus and Bookmark
5	Attendance and persistent absence – Pupil Support
6	Attainment in Maths for the lower attaining children and pushing higher attainers.
7	Wider opportunities to allow all children to take part in the wider curriculum; residential trips are a vital experience for all children and in particular those from disadvantaged backgrounds.
8	After school Maths intervention Y6/Y4/Y3 (7 sessions = one day supply)
9	Precision Teaching: 1:1 teaching of reading, phonics and maths.
10	Handwriting (SIP Priority): to develop fluency of handwriting across the school to ensure all pupils are able to access the whole curriculum.
11	Targeted Early Language support – increasingly low levels of language development
12	Increasing numbers of children in school facing difficulties with managing their emotions.

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
Disadvantaged pupils Speech and Language development in-line with their non-disadvantaged peers. Targeted early language intervention aimed at three- to four-year-old children. The programme is designed to support children who require a targeted approach to develop their speech, language and communication skills, allowing them to catch-up with their peers.	Early intervention ensures that disadvantaged pupils catch up with peers. Continued intervention takes place for those who have not caught up.

Disadvantaged pupils pass the Phonics tests in year 1 or pass their phonics tests by the end of year 2.	Continued assessment ensures early intervention can be targeted to ensure that disadvantaged pupils are able to catch up with their peers. Continued intervention takes place for those who have not caught up, including in key stage 2.
Mental Health strategy in place for all pupils from Nursery through to year 6 to allow pupils to learn about mental health and develop strategies to identify ways to deal with challenges effectively and without deteriorating their mental health. Play Therapy in place to support those with additional needs (for example those children who are in care or on a child protection plan).	Pupils develop their resilience and have a greater understanding of mental health as well as strategies to improve their own mental health during difficult times in their lives now and in the future.
Reading intervention in place throughout school to ensure that all pupils have a love of reading and are able to access all areas of the curriculum confidently.	Reading outcomes for all disadvantaged children is at least in-line with their non-disadvantaged counterparts.
Maths Intervention in place targeting the pupils in Y3, Y4 and Y6 for lower and possible higher attainers.	A higher percentage of pupils achieve the national standard and Greater Depth in Maths and in-line with their peers as well as a greater number of children achieving higher scores in the MTC at Y4.
Working with targeted families to improve attendance and persistent absence in school.	Disadvantaged attendance is once again at least in-line with peers and are attending school regularly.
Ensure financial constraints is not a barrier to attending wider curriculum activities, in particular Residential trips.	Identified pupils are able to attend Residential visits paid for by Pupil Premium.

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: £50,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy minds - all staff.	NHS backed approach to developing mental health and well-being,	3

	developing resilience, positive mental health and self-esteem. The EEF states that" school leaders should take account of their in – depth understanding of any challenges that disadvantaged pupils are facing when developing their strategy. These can be identified using a wide range of internal data and information including information on wellbeing, mental health and safeguarding."	
Phonics CPD	Based on extensive research, high quality phonics intervention has a significant impact on development (5+ months). EEF	2
Reading CPD	Reading and developing comprehension strategies can have 6+ months impact on their development according to the EEF.	4
High Quality Teaching	Developing high quality teaching that responds to the pupils needs has significant impact on overall attainment. EEF	1, 2, 4, 6, 8, 9, 10

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

Budgeted cost: £113,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early speech and language intervention through Wellcom and specialist speech and language support as well as within High Quality teaching. *Early Talk Boost*	EEF Toolkit shows that oral language intervention has a high impact on progress (6+ months) ETB is a research project, both intervention and control settings will be asked to complete some evaluation activities during the project. There is evidence that approaches similar to those used in the Early Talk Boost	1, 11

	programme can support children's language development. (EEF)	
Phonics intervention	Based on extensive research, high quality phonics intervention has a significant impact on development (5+ months EEF).	2, 9
Reading Support and intervention *Reading Plus/Bookmark/Precision Teaching*	Reading and developing comprehension strategies can have 6+ months impact on their development according to the EEF. Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	4
Precision Teaching 1:1 Intervention	'On average, one to one tuition is very effective at improving pupil outcomes. It might be an effective strategy for providing targeted support for pupils that are identified as having lower prior attainment or are struggling in particular areas.' EEF	6, 9
Maths intervention for those children in Y3, Y4 and Y6 on the cusp of national and on the cusp of Greater Depth.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF 2021) Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF 2021)	6, 8

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

Budgeted cost: £89,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy Intervention	'Children in care are more likely to have a mental health issue and have lower levels of wellbeing' NSPCC Play therapy research has shown effectiveness on improving or supporting children experiencing various concerns/needs such as: • Internalizing behaviours such as anxiety, depression, and others • Externalizing behaviours such as aggression, disruptive behaviours, self-control, and others • Attachment issue • Academic performance • Autism • Attention deficit • Homelessness • Loss and bereavement • Medical conditions • Parents/caregiver/teacher relationship • Self-concept/self-esteem • Social-emotional assets • Speech/language struggles • Trauma and PTSD *Association of Play therapists 2025* Individual pupil emotional support through play therapy and mentoring: *Play Therapy supports children who suffer from a wide range of emotional, social, behavioural and mental health issues. It is a powerful tool to support difficulties not deemed severe enough to warrant CAMHS intervention but have become a barrier to learning. Research from PTUK shows that between 74% and 83% of children receiving play therapy, delivered to PTUK/PTI standards, show a positive change.*	3
Pupil and family support	EEF states that parental involvement can have 4+ months of impact on pupils academic success, including support for families in crisis.	3, 5
Attendance closely tracked and monitored	Youth Endowment Fund states that 'Absences from school means that children can't receive the support they	5

with support in-place for families	might need from their teachers or pastoral staff, which could help to keep them from harm.'	
Residential Trips and Educational Visits	Research over 6 years led by Learning Away Project - the project worked with 60 Primary, Secondary and Special schools to evaluate whether residential experiences could have a documentable positive effect on students' learning, achievement and wellbeing. **Improving students' resilience, self-confidence and wellbeing** 78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential. **Boosting cohesion and a sense of belonging** 82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools	3, 7
Sensory Circuits	Sensory Circuits – sensory integration intervention. It involves a sequence of physical activities that are designed to **alert**, **organise** and **calm** the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning	12

Total budgeted cost: £253,765

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

*Internal data from 2020-2021 showed that school closures had a **significant impact** on disadvantaged attainment and **broadened the gap between disadvantaged pupils compared with non-disadvantaged pupils**. The school had been working hard to close this gap and in 2019 the gap had broadly closed and attainment trends over the previous three years had shown a rise in disadvantaged attainment and progress by the end of key stage 2 so that the gap between PP and non-PP pupils had generally closed.*

In Maths by the end of key stage 2 in 2024 – 2025, 67% achieved national expectations compared to 91% non-dis. At greater depth, 18% of disadvantaged pupils achieved the higher standard compared with 37% of non-disadvantaged pupils.

In Reading, 67% of disadvantaged achieved national expectations compared to 85% non-dis. At greater depth, 27% of disadvantaged pupils achieved the higher standard compared with 48% of non-disadvantaged pupils.

In Writing, 53% of disadvantaged achieved national expectations compared to 72% non-dis. At greater depth, 5% of disadvantaged pupils achieved the higher standard compared with 26% of non-disadvantaged pupils.

In Maths by the end of key stage 1 in 2024 – 2025, 75% of disadvantaged pupils achieved national expectations compared to 79% non-dis. At greater depth, 44% of disadvantaged pupils achieved the higher standard compared with 42% of non-disadvantaged pupils.

In Reading, 81% of disadvantaged achieved national expectations compared to 75% non-dis. At greater depth, 44% of disadvantaged pupils achieved the higher standard compared with 33% of non-disadvantaged pupils.

In Writing, 75% of disadvantaged achieved national expectations compared to 73% non-dis. At greater depth, 13% of disadvantaged pupils achieved the higher standard compared with 8% of non-disadvantaged pupils.

Year 1 Phonics: 78% of all pupils were working at the expected standard in Year 1 with 78% of pupil premium children working at expected standard compared to 78% of non-pupil premium. Of the 21 pupils who had to retake their phonics test in Year 2, 8 were disadvantaged. 75% achieved the national benchmark. 13 non-Dis retook their phonics with 77% achieving the national benchmark.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading	Bookmark Charity/Reading Plus
Residential Trips	Manor Adventures, PGL
First Aid Training Y5 and Y6	Mini-First Aid