

# St Bernadette's Catholic Primary School Pupil premium Strategy Statement 2025-26

This statement details our school's use of pupil premium 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
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sinead Jones
Pupil premium lead	Roisin Kenny
Governor / Trustee lead	Jacky Cullen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,865
Pupil premium funding carried forward from previous years	£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

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through experienced teachers or TAs and external agencies such as SALT and LSS.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Speech, communication and language needs (oracy)
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Explicit teaching of vocabulary and developing communication friendly classrooms
4	Wellbeing and Mental Health
5	Attendance and Punctuality

## 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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Other	Improved oracy and vocabulary
Attendance	Reduce persistent absences

## 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 £68,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explicit teaching of vocabulary and creating communication friendly classrooms	EEF (potential +5 months gain) To increase children's understanding and improve reading comprehension	1,2,3. 4
Employment of teacher with TLR for EEF Project. £68,374	EEF (+6) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress	1,2,3

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

**Budgeted cost: £149,681**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employment of Speech and Language Therapist 3 days per week to ensure pupils requiring support are identified swiftly so that intervention can take place.</i></p> <p><b>£32,027</b></p>	<p>EEF (+6) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Speech Therapist works with children across EYFS, Key Stage 1 and 2 ensuring that a SALT programme is put in place when needs are identified.</p>	1, 2, 3
<p><i>Employment of a Speech and Language teaching assistant to deliver a structured speech, communication and language intervention in Reception and Key Stage 1 (NELI) x 2 days</i></p> <p><b>£ 17,016</b></p> <p><b>NELI</b></p>	<p>EEF (+6) On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Teaching Assistant employed to deliver Speech and Language follow up work and NELI intervention to children in EY/Key Stage 1. Intervention screening and programme in place to ensure early identification of SLCN to reduce impact on wider curriculum.</p>	1, 2, 3
<p>Boardmaker subscription ( 2 devices)</p> <p><b>£ 598</b></p>	<p>To provide communication friendly classrooms and allow all disadvantaged pupils to access learning and develop communication skills</p>	1,2
<p>Employment of a TA to deliver Phonics/ SALT interventions in KS2</p> <p><b>£6484</b></p>	<p>Intervention programmes in place for pupils to narrow the gap and reduce impact on the wider curriculum</p>	1,2,3
<p>Employment of a HLTA to deliver English interventions in KS2.</p> <p><b>£3604</b></p>	<p>Intervention programme in place for pupils to narrow the gap in writing and reduce the impact on the wider curriculum</p> <p>PPA ensures teachers have time to plan an adapted curriculum for all pupils</p>	2

Employment of a teaching assistant to deliver SALT/math interventions in KS2 £6484	Intervention programme in place to plug gaps in learning and to reduce the impact on the wider curriculum	2
Power of 2 Maths intervention resource £200	Intervention programme in place for pupils to narrow the gap in Maths and reduce impact on the wider curriculum	1,2
Employment of a teaching assistant to provide support for a high needs child who needs intensive 1:1 support, including midday supervision.  £27,787	Intensive 1-1 support following a structured plan to enable child to access the curriculum and be supported with mental health and wellbeing	1,2, 4
Employment of an additional teaching assistant to support children with needs in a KS2 class £6484	To provide bespoke timetables for disadvantaged children with emotional and learning needs. To provide support in creating a calm and effective learning environment	1, 2, 3, 4
Employment of an Additional teaching assistant in Acorns.  £27,787	To support teaching and learning in Acorns and provide a bespoke curriculum based on needs	1,3,4
Forest school provision 5x 0.5 days £ 21,210	To provide bespoke provision and timetables for disadvantaged pupils and to encourage emotional regulation and resilience	1,4,5

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

**Budgeted cost: 34,722**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Attendance officer appointed to work</i>	EEF (+3) We define parental engagement as the involvement of	4, 5

<p><i>with vulnerable families and improve parental engagement.</i></p> <p><i>Attendance Officer appointed to analyse attendance and contact low attenders.</i></p> <p><i>Attendance officer to complete First Day Call and support families to raise attendance / punctuality and to support wellbeing of pupils.</i></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing TA to deliver ELSA for pupils requiring wellbeing support-1.5 hours per week.</i></li> <li>• <i>Wellbeing gardening group</i></li> </ul> <p><b>£31,722</b></p> <p>Attendance Incentives</p> <p><b>£500</b></p>	<p>parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p>	
<p><i>Free Breakfast Club for identified children.</i></p> <p><b>£1600</b></p>	<p>Children are arriving at school more alert and awake to start the school day. Enables the carer of the children to get to work and supports family wellbeing.</p>	<p>4, 5</p>
<p><i>Subsidised Pantomime Visit</i></p> <p><b>£700</b></p>	<p>Enables school to provide enrichment experiences for our most disadvantaged pupils</p>	<p>4,5</p>
<p><i>Wellbeing school trip transport cost.</i></p> <p><b>£ 200</b></p>	<p>Enables school to take our most disadvantaged pupils to educational visits to support their wellbeing.</p>	<p>1,2,4</p>

**Total budgeted cost: £252,777 (overspend of £114,912)**

# 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 2024 to 2025 academic year.

### Early Years Foundation Stage

- Communication and Language % of disadvantaged achieving the ELG nationally was 67.5% and school disadvantaged was 22.2%
- Literacy % of disadvantaged achieving the ELG nationally was 54.4.% and school disadvantaged was 11.1%
- Maths % of disadvantaged achieving the ELG nationally was 62.8% and school disadvantaged was 33.3%.

### Year 1 Phonics Check

- 66.8% disadvantaged nationally passed the Phonics check. 71.4% disadvantaged in school passed the Phonics check.

### Key Stage 1

- **Reading**- 58.8% Exp disadvantaged nationally and 28% EXP+ disadvantaged school
- **Writing**- 50% Exp disadvantaged nationally and 17% EXP+ disadvantaged school
- **Maths**- 59.9% Exp disadvantaged nationally and 28% EXP+ disadvantaged school .

### Year 4 Multiplication Tables Check

Average score (out of 25) achieved disadvantaged nationally 19.4, and 19 disadvantaged school

### Key Stage 2

- **Reading**- 63.8% Exp disadvantaged nationally and 66.7% EXP disadvantaged school

- **Writing**- 59.9% Exp disadvantaged nationally and 50% EXP disadvantaged school
- **Maths**-61% Exp disadvantaged nationally and 66.7%EXP disadvantaged school.