



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	7% (17)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Sandra Lavelle-Murphy / Jodie Howard
Pupil premium lead	Jodie Howard
Governor / Trustee lead	Daniel Eyre / Rita Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Recovery premium funding allocation this academic year	£3335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4500
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	£30,700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that pupils at St Bernadette, will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home, irrespective of their background or the challenges they face.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. .

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- **Enhance the experiences for pupils and their families**
- **Proactively embed a culture of inclusivity**
- **Embed a robust assessment of pupil need**
- **Foster strong relationships**

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils have shown that Covid19 lockdown and school closure have adversely affected the most vulnerable and disadvantaged children in reading, writing and maths across the whole school with new entrants joining Nursery and Reception with lower baselines. These findings are supported by National Studies.
2	Our SEND data indicates that many pupils who are disadvantaged are in other vulnerable groups or have additional needs such as SEND. 21 pupils (6 of whom are disadvantaged) currently require additional support with special educational needs as part of the Assess, Plan, Review and Do cycle.
3	<p>Our Assessments (including our wellbeing survey), discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Many pupils require further intervention to support their mental health and wellbeing.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 24 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
4	Observations and discussions with staff, pupils and families have identified an increase in challenging behaviours. 8 disadvantaged children are currently needing support for challenging behaviour.

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
Improved maths, reading and writing attainment among disadvantaged pupils.	KS2 outcomes across all 3 subjects in 2024/25 show that 75% of disadvantaged pupils have met the expected standard.
PPG pupils on the SEND, BAME and EAL registers to make at least expected progress relative to their starting points.	<p>PPG pupils on the SEND register will make at least expected progress from their starting points demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations. - Learning plans will show the access, plan, do review cycle leading to progress against specific targets - Evidence in books will show greater differentiation for SEND children across all subjects.

<p>To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.</p> <p>Ensure that identified pupils receive social, emotional and mental health support regular sessions with a trained Teaching Assistant. This will provide pupils with the opportunity to discuss and reflect on behaviours at home and at school, along with day-to-day support to deal with emotions and relationships and to promote good behaviours for learning.</p>	<p>Pupils are achieving their targets in relation to their interaction with teachers and peers, and their approach to learning.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - wellbeing target and reviews - Staff tracking system
<p>Improved reduction of disruptive behaviour incidents for our disadvantaged pupils.</p>	<p>CPOMS records will see a reduction in behaviour incidents</p> <p>Observations will further record an improvement in teachers behaviour management skills</p>

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: £17,942.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO to deliver training to staff on ways to teach inclusivity offering support all PPG pupils including those on the SEND, BAME and EAL registers</p> <p>Level 4 Award in Supporting Children & Young People with Speech, Language and Communication Needs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p><i>The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p>	1 2
Purchase of Little Wandle to secure stronger phonics teaching for all pupils.	<p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i></p> <p>Phonics / Toolkit Strand / Education Endowment Foundation / EEF</p>	1 2
Purchase of provision mapping and training of staff.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p><i>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</i></p>	1 2
Pre-teaching videos of key concepts for all children	<p><i>Pre-teaching has been effective in ensuring children are more confident within their learning</i></p> <p><i>Teachers can use the 5 question quiz to target children before the new learning begins</i></p> <p><i>Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1 2 3 4

Lease purchasing of chromebooks to ensure that every children has access to a chromebook to aid teaching and learning	<p><i>Technology offers ways to improve the impact of pupil practice</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=technolo</p>	1 2 3 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School led Tutoring Pro-programme to provide tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</i></p> <p>One to one tuition EEF /educationendowmentfoundation.org.uk</p> <p><i>And in small groups:</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 2
Pupil Interviews - Foster strong relationships between pupils and adults. Promote relationships that are reciprocal, attuned, culturally responsive, and trustful as a positive developmental force between children and their physical and social contexts.	<p><i>'Be an expert in your pupils' Crenna -Jenning (2018): 'Key drivers of the attainment gap'. Education Policy Institute Relationships as drivers of human development: Positive supportive contexts Osher et al, 2019</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 2 3 4

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

Budgeted cost: £7,587.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that identified pupils receive social, emotional and mental health support with regular sessions with a trained SEMH lead. This will provide pupils with the opportunity to discuss and reflect on behaviours at home and at school, along with day-to-day support to deal with emotions and relationships and to promote good behaviours for learning.	<p><i>The EEF Toolkit indicates that interventions which target social and emotional learning have impact by seeking to improve attainment by improving the social and emotional dimensions of learning. Our interventions will focus on the ways in which our pupils work with (and alongside) their peers, teachers, family or community</i></p> <p><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):</i> EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3
Upgrade and re-decorate the 'hut' to make it an inviting and comfortable place. Soft furnishings will make the space feel cosy and less formal to encourage children to feel confident to speak freely and honestly.	<i>Experience in school suggests that children are more willing to discuss their feelings when in an environment that is secure and welcoming.</i>	3
Enhancing parental engagement and provide extracurricular opportunities that are available to others <ul style="list-style-type: none"> - Purchase of Go-read - Use of electronic devices (loaned) - homework videos with teacher modelling (more accessible) 	<p><i>Research has shown that around 80% of the difference in how well children from different backgrounds do at school is dependent on what happens outside the school - Rasbash, J., G. Leckie, R. Pillinger and J. Jenkins (2010). "Children's educational progress: partitioning family, school and area effects." Journal of the Royal Statistical Society: Series A (Statistics in Society) 173(3): 657-682.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
STEPs training to ensure a therapeutic approach to our behaviour policy and staff behaviour management	<p><i>Both targeted interventions and universal approaches have positive overall effects</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p><i>Pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</i> https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england</p>	1 2 3 4
Gardening sessions: <ul style="list-style-type: none"> • To develop the children's core skills-self-esteem, critical thinking and problem solving, creativity and imagination, collaboration and communication and citizenship. • To holistically use the garden to cover parts of the national curriculum. (Budgeting, 	<p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3 4

science elements and geography) <ul style="list-style-type: none"> • To develop links to the community outside the school such as fresh vegetable donation to the local food bank. 		
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Total budgeted cost: £30,700.00

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.

Intervention	Description	Intended Impact	Review of Impact to date	Evaluation What has worked well? What hasn't worked well?
Contribution towards class Teacher led pupil interviews	Teachers to be given additional time to meet with PP children. 1 hr a week per class. It will give the teacher an opportunity to talk to the child about academic performance as well as their SEMH.	71%+ of pupils to reach ARE in KS2 by the end of the year.	New to Summer term 1 + 2 Soft evidence A greater understanding of the individual child + pupil voice is positive <i>e.g. 1:1 meeting brought up concerns which may have never arisen only that the child was asked to tell us how they are feeling.</i>	Continue to monitor Autumn 1. Initial reaction is very positive Children respond well to having a special book and being made feel special.
The salary of the Social, emotional and mental health lead	Regular sessions with a trained Teaching Assistant providing pupils with the opportunity to discuss and reflect on behaviours at home and at school, along with day-to-day support to deal with behavioural issues and to promote good behaviours for learning.	Pupils are achieving their targets in relation to their interaction with teachers and peers, and their approach to learning.	Wellbeing Survey has identified that children really value Mrs Smith and her input SEMH Targets Reviewed and show children achieving these targets and making progress.	Really positive results for individual cases Measure impact with an improved monitoring sheet Sept 21-22
Contribution towards SENCO support	Additional interventions with the SENCO weekly. Some of these sessions will be group or 1:1 in all subject areas but particularly focusing on the main areas of need. This will amount to 8hrs per week.	71% of PPG pupils to reach ARE by the end of the year in reading.	Changes to staffing reduced time spent with children. SENCO had 1 day a week to support SEN across the school. SENCO was not delivering the support herself but instructing teachers on how best to do this within the class. During lockdown – JH/SLM supported SENCO workshops from Y3-6 and teachers reported a positive impact on children	Continue to use the model where SENCO instructs others rather than attempt to deliver all herself – this is more consistent. Seek further support from a member of staff (preferably a teacher) to support some small group work or 1:1.
Booster classes	These will take place for all year 6 children 3hrs a week from the Spring term through till the summer term.	71%+ of pupils to reach ARE in KS2 by the end of the year.	Y6 booster never took place in the same way but did as explained above.	The target was too broad and could do with being more specific. E.g X / X children showed an improvement in attainment

	<p>They will be run by teaching staff/SLT and cover English and maths.</p> <p>14/21 PP children invited to attend Catch-up booster of Autumn term</p>		Teachers reported children making better progress and confidence as a result of small group boosters.	Or X/X teachers reported that it had a positive impact on the PP children
HLTA support	2 hrs a week	71%+ of pupils to reach ARE in KS2 by the end of the year. Children more engaged with their learning - evidenced through pupil voice	This has enabled us to offer additional booster groups to Year groups 2/3 HLTA's.	Plan how HLTA's could be used more efficiently to meet specific targets for future plans.
Contribution towards pupil enrichment	20% discount on residential trips for FSM children.	To ensure these children are provided with the same enriching and just as valued opportunities within the school as their peers.	<p>Some used to support topic workshop days and Y6 Activity week</p> <p>PP received extra PE support from Premier Education</p>	<p>Effective to ensure all children and families have greater access</p> <p>Review effect of extra small group coaching on summer baseline results.</p>
Additional provision for resources	To provide specific resources to the individual needs of service family children and looked after children.	To ensure the children are fully equipped for school and other enrichment activities.	<p>All PP in Y3/4 had access to a device during bubble closures Chargers were bought to support the use of chrome books off site.</p> <p>Special books used to 1:1 meetings are received really well.</p>	<p>PP had equal, if not better, access to online learning which has made the transition back to school better.</p> <p>Review whether special reading books could be bought to engage PP with reading.</p>

Attainment Review of targets set in Autumn 2020:**PP Children from Year 1- Year 6**

	Autumn	Target	Summer Result
Reading	71%	76%	81%
Writing	61%	71%	71%
Maths	61%	67%	67%

KS2 Assessment Predictions:

	Autumn	Target	Summer Result Based on SATS marked internally
Reading	67%	67%	80%
Writing	50%	50%	60%
Maths	50%	50%	40%

KS1 Assessment Predictions (1 child):

	Autumn	Target	Summer Result
Reading	100%	100%	100%
Writing	100%	100%	100%
Maths	100%	100%	100%

EYFS GLD (5 children):

	Autumn	Target	Summer Result
GLD	20%	40%	60%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Numberstacks	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Money was spent on extensive SEMH support + family worker
What was the impact of that spending on service pupil premium eligible pupils?	The pupil achieved EXS in their teacher assessments across all subjects. The pupil passed phonics examination 2020. The pupil also has met their SEMH specific targets.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.