

Pupil premium strategy statement: 2021 to 2024 academic year (Primary school)

This statement details our school's strategy plan for spending pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It explains how we intend to spend the funding this academic year and the effect that last year's spending of pupil premium had within our school.

It also details our use of any Service Pupil Premium that we have been allocated in 2023 to 2024.

School overview

Detail	Data
School name	St Bernard's Catholic Primary & Nursery School
Number of pupils in school	190 Main School 27 Nursery
Proportion (%) of pupil premium eligible pupils	37% (71 children in Main School)
Pupil premium funding (£) allocation this academic year	£106,530
Pupil premium funding (£) carried forward from previous years	£0
Recovery premium funding (£) allocation	£8,910
Total budget (£) (sum of 3 amounts above)	£115,440
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2021 Reviewed September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	S.Jevons -Executive Headteacher
Pupil premium lead	J. Le Feuvre - Head of School
Governor lead	B. Letissier

Section A: Pupil premium strategy plan

Statement of intent

At St Bernard's we aim for all children to reach their potential, especially those who are disadvantaged. All staff and stakeholders:

- believe in the unseen potential of all children*
- adopt a 'solution-orientated' approach to overcoming barriers*
- support children to develop 'growth mindsets' towards lifelong learning*
- are involved in the analysis of data and identification of pupils*
- ensure pupil premium children benefit from the funding, not just those who are under-performing*

Challenges

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

Challenge number	Detail of challenge
1	Phonic outcomes are now in line with NA but Reading comprehension outcomes are typically lower in KS2.
2	Poorer levels of speech and language levels -in particular vocabulary.
3	Lack of wider community services/support for parents. The COVID pandemic has limited the nature of this engagement.
4	A proportion of persistent absentees are disadvantaged.
5	Social and emotional needs of some disadvantaged children impact on progress rates.

Intended outcomes

This section 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
Increased attainment for disadvantaged children in R, W and M.	Outcomes in R,W,M Inline with previous 18-19 data.
Reduced persistent absence of children who are disadvantaged.	To reduce PA to NA (Over 3 years).
Improved well being of children who are disadvantaged	Pupil voice and assessments indicate improved social and emotional understanding of the children. Fewer incidences of behaviour issues.

Parents are more involved with their children's learning and re-engaged with the breadth of the school offer.	Increasing number of parents engaging with the whole school offer.
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Activity in this academic year

This section details how we intend to spend our pupil premium and recovery premium funding this academic year.


Teaching (e.g. CPD, recruitment and retention)




Total budgeted cost: [£54,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of an additional teacher</i>	An additional teacher to support across Early Years and KS1 enables our youngest children to reach GLD and master basics such as phonics. Further capacity enables children to make accelerated progress from their starting points	1 & 2
Continuation of Accelerated Reader programme	The continuation of Accelerated Reader aims to build children's confidence and promote reading. Reading books are pitched at the appropriate level.	1 & 2

Targeted academic support (e.g. structured interventions, tutoring, one-to-one support)


Total budgeted cost: [£48,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional TAs	 <p>Well trained TAs provide targeted support within the classroom and when leading interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related expectations</p>	1 & 2

<p>One to one tuition & small group tuition</p>	<p>One to one tuition Moderate impact for high cost, based on extensive evidence.  +5</p> <p>Small group tuition Moderate impact for medium cost, based on limited evidence.  +4</p> <p>EEF indicates positive progress gained from additional 1-1 and small group tuition.</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.  +6</p> <p>Small group tuition provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children</p>	<p>1 & 2</p>
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Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Total budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using ELSA and other pastoral strategies to provide social and emotional support to targeted children</p>	<p>A qualified ELSA supports children to enable them be ready to learn and access the curriculum,</p> <p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.  +3</p>	<p>3 & 5</p>
<p>Introducing and reviewing attendance incentives such as weekly incentives for class with highest attendance, breakfasts half termly, attendance rewards annually etc.</p>	<p><i>Positive celebratory ceremonies during the early years and in Key Stage 1 and 2 employing attributional and self-regulatory devices to establish and develop good habits of attendance and behaviour with children and their families.</i></p> <p><u>Behaviour Change - School attendance, exclusion and persistent absence (2017)</u></p> <p><i>The British Psychological Society</i></p>	<p>3 & 4</p>

Externally provided programmes

N/A

Section B: Review of pupil premium outcomes

Performance of pupil premium eligible pupils

Performance measure	2022/23
Progress in Reading	+3.8 +2.6 non-disadvantaged pupils
Progress in Writing	+0.9 +3.0 non-disadvantaged pupils
Progress in Maths	-3.9 -1.6 non-disadvantaged pupils
% of pupils achieving expected standard in Reading at KS2	67%
% of pupils achieving expected standard in Writing at KS2	44%
% of pupils achieving expected standard in Maths at KS2	22%

Strategy outcomes in the previous academic year

This section details the impact that our pupil premium activity had on pupils in the 2022/23 academic year.

The school continued to ensure that our disadvantaged children were supported fully in their learning and well-being.

67% achieved ARE+ in reading, with 8% GDS, evidencing good impact from targeted intervention & use of Accelerated Reading.

Regular monitoring shows that PP children across the school benefited from the school's wider offer, attending extra curricular activities each term. They are also financially supported, if required, to access activities offered.

Additional TA and ELSA support has been highly effective in supporting children's well-being.

PP Attendance (93%) remains higher than national figures (91.3%). Although there is still a gap between PP and Non-PP attendance figures, this gap is narrowing. The number of children who are persistent absentees is also reducing.

Service Pupil Premium funding (if applicable)

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	Quality First Teaching. ELSA support.

What was the impact of that spending on Service Pupil Premium eligible pupils?	
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