

St Bernard's RC Primary & Nursery School - A Voluntary Academy



Pupil Premium Strategy Statement: 2024 to 2027

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 2024 to 2025.

School overview 2025-26

Detail	Data
School name	St Bernard's Catholic Primary & Nursery School
Number of pupils in school	172 Main School 29 Nursery
Proportion (%) of pupil premium eligible pupils	40% (69 children in Main School)
Pupil premium funding (£) allocation this academic year	£104,535 (69 children) £5260 (2 children PP+) £700 (2 children service child)
Pupil premium funding (£) carried forward from previous years	£0
Total budget (£) (sum of 3 amounts above)	£110495
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	September 2024 Reviewed September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	S Jevons - Director of Primary Education
Pupil premium lead	J Le Feuvre - Head of School
Governor lead	B Letissier - Chair of Govs

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

At St Bernard's, our ultimate objectives are:

- To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure disadvantaged children attend school regularly
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

Quality first 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. In conjunction to high-quality teaching, we aim to diminish the gaps in attainment 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
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensuring that pupils who are academically able are entitled to the same provision and feel challenged in school

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	There is an attainment gap in R, W and M between disadvantaged and non-disadvantaged children by the end of KS2
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps with disadvantaged pupils especially the younger disadvantaged children. This means there are very low levels of communication and development on entry to school in the foundation stage.
3	Reading – fluency, vocabulary knowledge and comprehension strategies as there is often poor parental engagement in reading which means many children are not being read to by parents on a regular basis
4	A proportion of persistent absentees are disadvantaged children. This impacts on their progress rates across subjects.
5	Social and emotional needs of some disadvantaged children impact on progress rates. Many pupils are living in households where they experience a 'chaotic' lifestyle which has an impact on their attendance, punctuality and 'readiness for learning' each day.

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 for disadvantaged children in R,W,M in line with non-disadvantaged children

Disadvantaged pupils will read most days with an adult in school. This will improve confidence, fluency and attainment in reading.	Pupils will be reading regularly either at home or with an adult in school. Boom Reader, an online reading record to increase parental engagement via their smart phones, will show this. Attainment in reading for disadvantaged pupils will rise to at least 75% of Pupil Premium children achieving expected standard or above in reading in Yrs 5,4,3,2,1. Children will be confident and engaged readers.
Reduced persistent absence of children who are disadvantaged. Increase attendance of children who are disadvantaged	Reduce PA to below national averages Across the 3 year strategy, disadvantaged children achieve our minimum target of 96%
Improved well being of children who are disadvantaged	Pupil voice and TEP surveys indicate improved happiness of the children Fewer incidences of behaviour issues.
Disadvantaged children will have the opportunity to take part in a wide variety of additional activities and childhood experiences. This includes various visits out of school and also residential visits for Key Stage 2 children.	Children will have taken part in a variety of childhood experiences that they may not necessarily be offered at home. They will be able to talk happily about their experiences and remember them.

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: [£12,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	CPD for all teachers across the core subjects, including team planning and teaching Access to subject leadership training and networks for all teachers CPD – quality first teaching Quality first teaching has been a big focus over the last year. Staff have been part of many INSET sessions where they have revisited AfL strategies. Teachers have completed an NPQs. EEF toolkit Quality First Teaching EEF guide to the effective use of pupil premium funding.	1 & 2
	The continuation of Accelerated Reader aims to build children's confidence and promote	1 & 2

Continuation of Accelerated Reader programme	reading. Reading books are pitched at the appropriate level.	
Implementation of Boom Reader	Boom reader has been introduced as an online tracking system for children's reading with adults in school. This system enables to track reading in school and at home across Reception to Year 6. It is used alongside Accelerated Reader, Phonics assessments, and teacher assessment to build up a profile of each child as a reader.	1 & 2
WelComm Speech and Language programme is in place in EYFS. This gives time and priority to language development and communication in EYFS.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1 & 2

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


Total budgeted cost: [£82,000]

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
One to one tuition & small group tuition	  <p>EEF indicates positive progress gained from additional 1-1 and small group tuition.</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>	1 & 2

Software packages such as Times Tables Rock Stars purchased for Teams 1-6.	Pupils respond very well to a creative and individualised approach to learning. They can also access this resource at home which enhances engagement and home school links. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1
Speech and Language therapy programmes for our pupil premium children, particularly in the EY, who have communication needs.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Total budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using ELSA and other pastoral strategies to provide social and emotional support to targeted children	A qualified ELSA supports children to enable them be ready to learn and access the curriculum, 	3, 4 & 5
Introducing and reviewing attendance incentives such as weekly incentives for class with highest attendance, breakfasts half termly, attendance rewards annually etc.	<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> Behaviour Change - School attendance, exclusion and persistent absence (2017) The British Psychological Society	3, 4 & 5

Externally provided programmes

N/A

Section B: Review of pupil premium outcomes

Performance of pupil premium eligible pupils

Performance measure	2024-25
% of pupils achieving RWM combined	50%
% of pupils achieving expected standard in Reading at KS2	75%
Average scaled score - reading (PP children)	104
% of pupils achieving expected standard in Writing at KS2	58%
% of pupils achieving expected standard in Maths at KS2	67%
Average scaled score - maths (PP children)	103

Strategy outcomes in the previous academic year

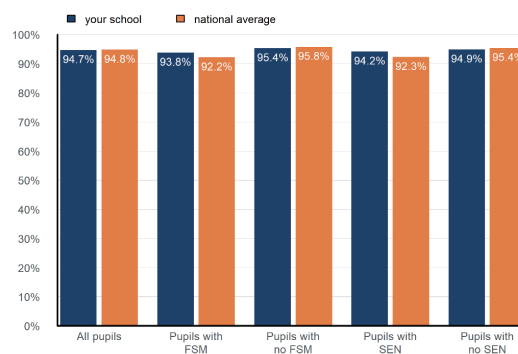
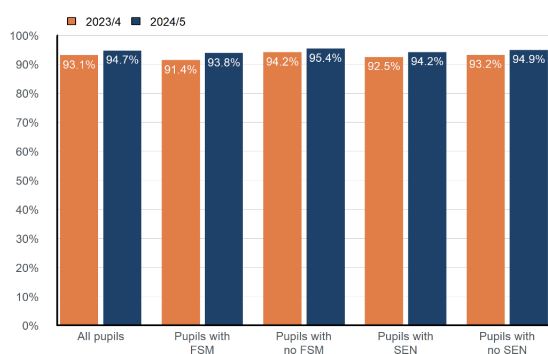
This section details the impact that our pupil premium activity had on pupils in the 2024/25 academic year.

There is a 2 year upward trend in outcomes for PP children in all subjects at St Bernard's. 75% of PP children achieved ARE+ in reading, eradicating the gap against national. Reading continues to be a major priority in the school as this unlocks everything else.

Outcomes in maths improved significantly compared to the previous year, with the gap to national closing. However, scaled scores in maths still show a gap which the school is continuing to work hard to close.

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 improved significantly in 2025 (93.8%) compared to 2024 (91.4%). St Bernard's PP attendance was above national PP attendance in 2025. Persistent absence

decreased significantly in 2025 compared to 2024, showing strong impact from our attendance strategy.

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?	