

Pupil premium strategy statement

This statement details our school's use of pupil premium and catch up/ recovery premium for the 2023-2024 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 2024-2025 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Bernard's Catholic Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	48 children 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Governing Body
Pupil premium lead	Roy Turner
Governor / Trustee lead	Angela Harding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61703
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	n/a

Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to narrow and ultimately remove the gap between disadvantaged pupils and their non-disadvantaged peers as they progress through school. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use.

We understand that needs and costs will differ depending on the barriers to learning being addressed. We identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Our Priorities Setting is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Ensuring all children receive quality first teaching each lesson
- Providing targeted academic support for children who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language skills, vocabulary gap
2	Punctuality/attendance issues
3	Aspirations /expectations
4	Behaviour /attitude to learning
5	Social and emotional difficulties
6	Complex home circumstances
7	Gaps in learning

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
Good progress made by all pupils eligible for pupil premium including in the development of language skills	All PP children make good or better progress particularly in Communication and Language in EYFS
Narrow the gap between pupils eligible for PP and other children	% of PP children reaching expecting standard is closer to the % of other children reaching standard
Meet social and emotional needs of PP children so that they can thrive in the playground and in the classroom.	PP children interacting well within social groups PP children less frequently on report PP children becoming more independent over time from nurture staff PP children able to share feelings and emotions with school staff
Increased opportunities and aspirations for PP children	Increasing take up of opportunities offered Increase in self-esteem/self-belief of identified PP children
Developed vocabulary in PP children particularly in the EYFS	Wider vocabulary used by PP children
Punctuality/attendance issues improved	Decrease in the number of PP children who arrive late for school
Individual behaviour plans have a positive impact. Behaviour supports learning	Less children needing behaviour support plans in time. Improved access to learning for children with behavioural difficulties.

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: £53568

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching CPD for teaching staff including metacognition, key learning, sticky learning and assessment</i>	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1,3,4 and 7
<i>Additional TA support in each class to ensure access for PP children to quality first teaching</i>	Previous impact supported by data evidence in school. EEF learningcultures.org/news/teaching-assistants 1	1, 3, 4, and 7
<i>Sequential and cyclical teaching including CPD and use of assessment to ensure knowledge is retained.</i>	Professional discussions Formative and summative assessment. Ofsted Sandylands research and practice	1, 3, 4 and 7
<i>CPD phonics phase 1 training for Nursery staff and staff working with children at an early stage of development in other years</i>	Research, practice, impact in school Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	4

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

Budgeted cost: £18108

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one support after school Y5 + Y6 pupils</i>	Accelerated progress evidenced by teacher assessment and SATS EEF research	1, 3,4 7
<i>In school interventions One to one /small group A wide variety of interventions</i>	Accelerated progress evidenced by teacher assessment and SATS EEF research	1, 3, 4, 7
<i>Phonics interventions</i>	Progress made in 2022 – 2023 EEF	1,3,4 and 7
<i>Spelling interventions through Red Rose</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1,3,4 and 7

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

Budgeted cost: £1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture staff support small groups</i>	Nurture Group research evidence Previous success .	2,3,4 ,5, 6
<i>ELSA</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): Improving Social and Emotional Learning in Primary Schools EEF	3,4,5,6

<i>Family Support Workers</i>	Effective EHA plans, reduced CIN and CP	2,3,4,5,6
<i>Residential Trips</i>	Wellbeing of pupils who can attend residential with colleagues	1,3,4,5

Total budgeted cost: £ 73576

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 2023 to 2024 academic year.

EYFS

80% of PP children achieved expected level of development in:

Communication and Language

Personal and Social Development,

Literacy – Comprehension, Fine motor skills

Understanding of the world

100% of PP children achieved expected level in :

Physical Development – gross motor skills,

Understanding of the world

Creating with materials

YEAR 1

67% of PP children met the expected standard in phonics compared to 80% of non PP children.

Key Stage 1

50% of PP children achieved expected level of development in Reading

50% of PP children achieved expected level of development in Maths

Key Stage 2 Year 6

75% of PP children reached expected in Reading, Writing and Maths combined. .
National data for all children was 61%

88% of PP children achieved expected in Maths compared to 73% of all children nationally

88% of PP children reached expected level in Reading compared to 74% of all children nationally

75% of PP children reached expected in Writing compared to 72% of all children nationally

Gap between PP and non PP children reversed in both Reading and Writing and was the same for Maths.

Externally provided programmes

Intervention programmes used in 2023/2024

Programme	Provider
Toe by Toe	Keda Cowling, Harry Cowling
Word Wasp	Harry Cowling, Marie Cowling
NELI	Nuffield
Acceleread/accelewrite	Clifford & Miles
Bear Necessities	Sound Foundations
Project X	Oxford University Press
Number Mastery	NCTEM

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Nurture provision
What was the impact of that spending on service pupil premium eligible pupils?	Some impact but plan to continue this academic year