



Pupil premium strategy statement – St Bernadette's Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	19.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022 – August 2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs P Dix
Pupil premium lead	Mr P Lynch
Governor / Trustee lead	Mr G Owens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,985
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,985

Part A: Pupil premium strategy plan

Statement of intent

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.

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 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

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 suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils are less able to articulate their understanding of a sequential curriculum. This negatively impacts on their ability to retain

	and recall subject-specific knowledge and skills from their long term memory.
3	Assessments, observations, and discussions with pupils indicate that they were not all being challenged from their starting points in all lessons and this was especially evident for our disadvantaged higher attainers.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem and poor learning behaviours. These challenges particularly affect disadvantaged pupils, and impact negatively on their achievement and attainment. Teacher referrals for support remain relatively high. 21 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs including through small group interventions.
6	Research shows that children's academic success and achievement is linked to their readiness to learn each day and having their physiological needs met. Observations and discussions with pupils and families indicate that not all pupils meet this criteria and this proportionally impacts the disadvantaged children more.

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 reading attainment among disadvantaged pupils.	Phonics, KS1 and KS2 reading outcomes in 2024/2025 show that outcomes between disadvantaged pupils and non-disadvantaged have aligned with the % who met the expected standard and greater depth within the standard is the same or better.
Improved readiness for learning among disadvantaged pupils.	Sustained readiness for school by: - the percentage of disadvantaged children who have not had breakfast/access to a break time snack is at least in line with their non-disadvantaged peers - Absence including lateness decreases

	• All children having access to the correct uniform • Parenting approaches are consistent and tailored support is offered when necessary.
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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: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additions made to DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils including the purchase of books and resources and increased staffing to tailor the provision to all pupils' needs.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 & 3
To further embed a sequential curriculum in all subject areas, invest in quality training for staff and	Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving	2

enhance the curriculum planning and toolkit available to teachers to support them in imparting knowledge so that it will become embedded in the the children's long term memory.	classroom practice and pupil outcomes. EEF Research	
To improve the quality of teaching through peer-to-peer coaching. QFT approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Research tells us that supporting staff to solve problems and adapt strategies as new initiatives are rolled out will lead to greater success and drive forward the quality of teaching in school. EEF Research	1, 2, 3 & 4
Improve the quality of social and emotional teaching and learning within school. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF research	5

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

Budgeted cost: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1

phonics support. This will be delivered in collaboration with our local English hub.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer parents access to an expert parenting support and guidance through group workshops and tailored one-to-one support.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Yet it can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive. <u>EEF research</u>	6
Offer access breakfast club and paid for school clubs/residentials so that children have fair access to all parts of school life.	Evidence shows that children can only reach self-actualisation if they have their basic needs met (such as food) and their psychological needs met (such as a sense of belonging and friendship). <u>Research</u>	6

Total budgeted cost: £ 63,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2022/2023

Phonics screening comparison of disadvantaged and non-disadvantaged attainment

		St Bernadette's	Local Authority	National
Disadvantaged				
Cohort		7	2,431	131,250
Phonics	Working at	71.4%	63.45%	66.7%
	Average score	30.7	29.3	29.8
Non-disadvantaged				
Cohort		17	12,567	480,010
Phonics	Working at	82.4%	82.8%	82.2%
	Average score	33.8	34.2	33.9

Key stage 1 comparison of disadvantaged and non-disadvantaged reading attainment

		St Bernadette's	Local Authority	National
Disadvantaged				
Cohort		6	2,842	155,160
Reading	> EXS	83.3%	53.4%	53.8%
	GDS	16.7%	10.4%	9.1%
Non-disadvantaged				
Cohort		24	12,480	479,370
Reading	>EXS	66.7%	77.4%	73.5%
	GDS	20.8%	26.7%	22.1%

Key stage 2 comparison of disadvantaged and non-disadvantaged reading attainment and progress data

		St Bernadette's	Local Authority	National
Disadvantaged				
Cohort		6	3,254	174,850
Reading	> EXS	66.7%	56.8%	59.5%
	GDS	0%	14.2%	16.9%
Average Progress Score		1.87	-1.98	-0.89
Non-disadvantaged				
Cohort		44	12,426	346,000
Reading	>EXS	75%	78.9%	77.6%
	GDS	29.5%	35.1%	33.5%
Average Progress Score		0.81	-0.21	0.38

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data and phonics check results.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that our disadvantaged children perform better than those in our local authority and nationally when meeting the expected standard. Our key stage 1 cohort outperformed their non-disadvantaged peers. Despite some strong individual performances, the attainment of the school's disadvantaged pupils in phonics was below their non-disadvantaged peers when meeting the pass threshold.

In key stage 2, the attainment gap between our disadvantaged and non-disadvantaged children was 12% at the expected standard. However their average progress score was higher demonstrating accelerated progress.

Attendance among disadvantaged pupils was 94.3% in 2022/2023. Non-disadvantaged pupil attendance was 96.4%. We recognise this gap needs to close which is why raising the attendance of all of our pupils remains a focus.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider