



Pupil premium strategy statement

This statement details our school's use of pupil 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 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	208
Proportion (%) of pupil premium eligible pupils	12% (24) + 1 service child
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2026/2027 2027 to 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Sandra Lavelle-Murphy / Jodie Reilly
Pupil premium lead	Jodie Reilly / Katie Merrell
Governor / Trustee lead	Vanessa Bhogun

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25-26)	£32,900
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	£32,900

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	Our SEND data indicates that many pupils who are disadvantaged are in other vulnerable groups or have additional needs such as SEND. 24 pupils (12 of whom are disadvantaged) currently require additional support with special educational needs as part of the Assess, Plan, Review and Do cycle.
2	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.
3	Observations and discussions with staff, pupils and families have identified an increase in challenging behaviours. 7 disadvantaged children are currently needing support for challenging behaviour and attendance.

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
Maths, reading and writing attainment among disadvantaged pupils to be above national.	KS2 outcomes in reading, writing, and maths exceed the latest national average for the expected standard. The proportion of pupils achieving the combined expected standard (RWM) is above national. The proportion of pupils achieving greater depth in each subject is at least in line with or above national. Teaching in reading, writing and maths is consistently good or better (based on lesson observations / book scrutiny / pupil voice) Teachers demonstrate secure subject knowledge and adapt teaching effectively to meet all pupils needs
PPG pupils on the SEND, BAME and EAL registers to make at least expected progress relative to their starting points.	PPG pupils on the SEND register will make at least expected progress from their starting points demonstrated by: - 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.

To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils. 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.	Pupils are achieving their targets in relation to their interaction with teachers and peers, and their approach to learning. Sustained high levels of wellbeing to be demonstrated by: · 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
Improved reduction of disruptive behaviour incidents and attendance for our disadvantaged pupils.	CPOMS records will see a reduction in behaviour incidents Observations will further record an improvement in teachers behaviour management skills

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: £20,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO to continue to deliver up to date training to staff on ways to teach inclusivity offering support all PPG pupils including those on the SEND, BAME and EAL registers	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send <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>	1 2
1:1 tuition after school	One-to-One Tuition (EEF Toolkit) <i>On average gives approximately five additional months' progress for pupils receiving one-to-one tuition versus similar pupils who did not. EEF</i> <i>Especially effective for pupils with low prior attainment or those who are falling behind in specific areas. EEF+1</i> <i>Best if tuition is in addition to regular classroom teaching and explicitly linked with the curriculum.</i>	1 2
Kick start to football	Physical Activity / PE / Sports Participation Evidence from the EEF Toolkit shows that physical activity interventions typically add around +2 months' progress in academic attainment (literacy & maths) compared with similar pupils who do not receive them Sport + Mentoring / Coaching Recent study of <i>Football Beyond Borders</i> in Greater Manchester: using football-based mentoring for at-risk pupils produced a measurable increase in wellbeing. For example ~0.6 point increase in life-satisfaction scores.	1 2
Pre-teaching videos of key concepts for all children	<i>Pre-teaching has been effective in ensuring children are more confident within their learning</i> <i>Teachers can use the 5 question quiz to target children before the new learning begins</i> <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>	1 2 3 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Lease purchasing of chromebooks to ensure that every children has access to a chromebook to aid teaching and learning	<i>Technology offers ways to improve the impact of pupil practice</i> 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	1 2 3 4

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

Budgeted cost: £4,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to fund and provide tutoring for pupils whose education needs further support. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<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> One to one tuition / EEF /educationendowmentfoundation.org.uk <i>And in small groups:</i> Small group tuition / Toolkit Strand / Education Endowment Foundation / EEF	1 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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> Phonics / Toolkit Strand / Education Endowment Foundation / EEF	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.	<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> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 2 3 4

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

Budgeted cost: £8,370

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.	<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> <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)	3
Enhancing parental engagement and provide extracurricular opportunities that are available to others - Workshops funded by school on anxiety and ESBA - homework videos with teacher modelling (more accessible) - School to fund workshop around child anxiety	<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. https://educationendowmentfoundation.org.uk/education-eef/toolkit/parental-engagement/</i>	4
School to fund support from VISTA for the following: ● Family support worker ● Behavioural support ● Counselling for individual children ● Healthy relationships in years 5 & 6	<i>Vista offers a lot of services which are well aligned with evidence-based interventions for disadvantaged learners. For example:</i> ● <i>School Family Worker service (home & school work, attendance, routines, boundary-setting, mental health, SEND, transitions etc.) Vista Support Services+2Vista Support Services+2</i> ● <i>Counselling, mentoring, behaviour support, parenting workshops etc.</i> Early Intervention & Holistic Support <i>Vista's approach is early intervention and a whole-family or "whole child" kind of model. Holistic support tends to show better outcomes: when emotional, social, home environment factors are addressed, children are more able to benefit from academic interventions. Vista's School Family Worker service is part of Hertfordshire's Families First Early Intervention strategy.</i>	1 2 3 4

SEND lunch time Gardening sessions: • 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, science elements and geography) • To develop links to the community outside the school such as fresh vegetable donation to the local food bank.	<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> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3 4
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Total budgeted cost: £32,900

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes and evaluation 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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. SLT - in addition are spending time with children WTS x1 a week to work 1:1 to raise standards 1:1 Pupil interview days x 4 a year	71%+ of pupils to reach ARE in KS2 by the end of the year.	A greater understanding of the individual child, developed relationship has resulted in children growing in confidence within the class. In all recent observations PP particularly stood out for being engaged / hands up etc. Children had starring roles in Christmas performances - demonstrating confidence. Children leading on charity initiatives (Christmas charity - tree project) Pupil voice "The teacher interviews are fun because I get to spend time with my teacher and look at all my good work" KS2 RESULTS - 2024/25 71% achieved ARE+ Maths 67% PP ARE+ Reading 67% PP ARE + Writing 67% PP ARE + (3 children) KS1 RESULTS - 2024/25 60% achieved ARE+ Maths 60% PP ARE + Reading 60% PP ARE + Writing 60% PP ARE + (5 children) Phonics Results - 2024/25 OPP Passed (4 children) GLD - 2023/24 50% PP Met GLD (2 children)	Staff Feedback is strong. 1:1 meetings are now more focused than previously Staff alternate so children aren't missing the same lessons regularly. Pupil Voice is positive about 1:1 meetings. Even better if ... Children who are PP and also SEN meetings need to be more focused towards CAPPS assessments and individual provision plans.

			MTC - 2024/25 100% PP Passed (4 children)	
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. 2024: 13/25 PP children receive regular check ins with SEMH lead 2 Y5 children receive 1:1 handwriting support 3 children receive weekly social group support 1 child receiving 1:1 support from the hospice 2 children receiving external family support worker	Pupils are achieving their targets in relation to their interaction with teachers and peers, and their approach to learning.	External visitors reported the strength of the SEMH lead as mentioned by the pupils in pupil voice. <i>'The school works hard to build a strong, diverse and vibrant community where all members are valued and cherished through supportive relationships.'</i> RE Ofsted October 2023 ELSA training completed. ESBA training completed SEMH Targets are regularly reviewed and show children achieving these targets and making progress. Individual success stories: Child a - Issues leaving parents in the morning. Now comes in very happily. child b - significant improvements in behaviour incidents. Transitioned well into a new year group this year. Child c - lacking in confidence to now thriving personally. Parent relationship now strong. Child d -Coping well with challenging personal circumstances Child e - Working well with SEMH lead and SENCO on ESBA. Much improvement. Child f Social and emotional support Child g - reduction in incidents at transition (drop off) Child h - Charity work Child I -Social & emotional support with home life Child j - coping well with challenging personal circumstances ELSA training completed.	Positive results for individual cases - case studies Intensive further support needed for some individuals Safe space counselling used to give further intensive support. Positive results for individual cases. Some children needing intensive support. We've upskilled SEMH by supporting the completion of the ELSA course. (Emotional Literacy Support Assistant) Nessie used to complete 1:1 counselling - more financially viable Even Better if ... ELSA Groups Embedded Autumn 2024

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. 3 children currently receiving intensive full time 1:1 support to access the curriculum Use of CAPPs resources to support assessment and next steps CPD SEND Training for all staff: Autism level 2 Collette school Advisory teachers ADHD Training	71% of PPG pupils to reach ARE by the end of the year in reading.	Increase of CPD to support SEND in school from the SENCO and outside agencies. Small steps of progress made where the SEND high is greatest. -3 child who has limited vocabulary and started the year not being able to join in with any whole class input, ended the year being able to come into assemblies and join in with whole class input -1 child started the year on a reduced timetable, a high number of physical incidents and no verbal communication. They ended the year in full time education, a vast reduction in physical incidents and able to take part in the end of year graduation ceremony. - 1 child had a vast increase in the amount of independent tasks they were able to achieve from the beginning of the year to the end of the year. They also now were independent at lunch time.	Positive results for individual cases - case studies Staff are more confident in using reasonable adjustments across the school. The school benefited from using expertise from new SENCO Even Better if ... CAPPs resources to be used consistently across the school and actions put in place consistently and effectively
Booster classes	These will take place for all year 6 children 3hrs a week from the Spring term through till the summer term. They will be run by teaching staff/SLT and cover English and maths. 3/21 PP children invited to attend Catch-up booster of Autumn term Additional support and intervention given x2 a week for Year 5 PP from AH	71%+ of pupils to reach ARE in KS2 by the end of the year.	¾ pp children showed an improvement in attainment levels at the end of KS2. Pupil voice from a girl in year 6 '<i>I thought I couldn't do maths and now it's my favourite subject</i>' All teachers involved in the booster classes reported that it had a positive impact on the PP children, in particular their confidence and resilience towards the paper and more challenging questions.	Strong improvement in attainment - particularly in Y6 where attendance was strong. Even better if ... A more robust system of keep up interventions were in place across the school for all age groups.
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	This has enabled us to offer additional booster groups to 4 groups.	Strong impact on individual children Case studies (Y6)

		learning - evidenced through pupil voice		
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.	Some used to support topic workshop days / day trips / residential PP received extra PE support from Premier Education Contributed to Vista behavioural support/counselling.	Effective to ensure all children and families had greater access to workshops etc. Small group coaching was effective with PP children showing progress in physical development. Even better if ... Continue to monitor the impact of the cost of living crisis and funding. Publicise option for further support for PP families.
Additional provision for resources	To provide specific resources to the individual needs of PP children, service family children and looked after children. Faith leaders Diaries	To ensure the children are fully equipped for school and other enrichment activities.	Children were given extra resources throughout the year to support specific initiatives. Eg. chromebooks to support homework / textbooks Children attending after school clubs - drama / football / netball / cheerleading Special books used to 1:1 meetings are received really well One child was particularly worried about not having the same equipment as others, the school ensured he felt confident with the resources he had going into lessons each morning by providing this.	Parents voiced the effectiveness of having access to devices and diaries. Even better if ... More pupil voice to make sure that resources are targeted and meaningful for the children.

Attainment Data 2024-2025

Outcomes in Early Years: 2 children

Non- FSM School	80% of children met GLD
PP School	50% = 1/ 2 met GLD

Outcomes of Phonics Screening: 4 children

% of pupils passing PSC	22 in total. 3 pupils were disapplied. 19 took the test – 79% pass 15/22 – 68% pass
% of pupils passing PSC recheck	33% (1/3 pupils)
PP School	4 children 0% passed

Outcomes at the end of Key Stage 1: 5 children

	% of children making expected in reading	% of PP children making expected in reading	% of children making greater depth in reading	% of PP children making greater depth in reading	% of children making expected in writing	% of PP children making expected in writing	% of children making greater depth in writing	% of PP children making greater depth in writing	% of children making expected in maths	% of PP children making expected in maths	% of children making greater depth in maths	% of PP children making greater depth in maths
School	83%	40%	27 %	20%	83%	40%	17%	20%	83%	20%	33%	40%

Outcomes at the end of Key Stage 2: 3 children

	% of children making expected in reading	% of PP children making expected in reading	% of children making greater depth in reading	% of PP children making greater depth in reading	% of children making expected in writing	% of PP children making expected in writing	% of children making greater depth in writing	% of PP children making greater depth in writing	% of children making expected in maths	% of PP children making expected in maths	% of children making greater depth in maths	% of PP children making greater depth in maths
School	91%	66%	27%	0%	90%	66%	23%	0%	97%	66%	30%	33%

Attainment Data 2023-2024

Outcomes in Early Years: 3 children

Non- FSM School	64% of children met GLD
PP School	0% = 0/3 met GLD

Outcomes of Phonics Screening: 4 children

Non- FSM School	90% pass	
PP School	75% pass (3/4)	

Outcomes at the end of Key Stage 1: 5 children

	% of children making expected in reading	% of PP children making expected in reading	% of children making greater depth in reading	% of PP children making greater depth in reading	% of children making expected in writing	% of PP children making expected in writing	% of children making greater depth in writing	% of PP children making greater depth in writing	% of children making expected in maths	% of PP children making expected in maths	% of children making greater depth in maths	% of PP children making greater depth in maths
School	75%	20%	13 %	0%	71%	20%	17%	0%	71%	40%	13%	0%

Outcomes at the end of Key Stage 2: 5 children

	% of children making expected in reading	% of PP children making expected in reading	% of children making greater depth in reading	% of PP children making greater depth in reading	% of children making expected in writing	% of PP children making expected in writing	% of children making greater depth in writing	% of PP children making greater depth in writing	% of children making expected in maths	% of PP children making expected in maths	% of children making greater depth in maths	% of PP children making greater depth in maths
School	87%	80%	43%	0%	90%	80%	13%	0%	93%	80%	20%	0%

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	
Little Wandle SEN Programme	

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 across all subjects at the end of KS2. 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.