

**Pupil
Premium
Strategy
2022-2023**

St Bernard's uses research evidence through the Education Endowment Foundation alongside our own knowledge and understanding of our students' needs and context to create strategies to support our students. We apply the strategies for all students whilst ensuring that the disadvantaged students are accessing them to the maximum. In this way, our funding is used to maximise achievement across the school.

We focus on the development of our teaching and support staff in order that they can work as effectively as possible with our students. We emphasise the importance of reading and research with the staff so that this is modelled to the students. We believe that our staff are our greatest resource and therefore we ensure that they are exposed to current research in order to support their development. Common target areas allow for a community of learning, collaboration and sharing of good practice. Through our Assessment Only tracking system, alongside ongoing formative assessment, we identify underachievement and implement interventions regularly. Interventions are wide and varied at all levels so that we can adapt to the needs of the students.

We know our children, we collate reliable data with which to identify barriers and then we use strategies which are supported by the EEF to address those barriers. We aim always to go above and beyond to ensure that all of our students have access to wide and rich experiences. This can be through the daily academic curriculum, the wider enriched curriculum and through our pastoral care.

We are proud that our Disadvantaged students currently have access to projects such as the Brilliant Club, Discover Us, Careers and Work Experience, Enrichment of Sports, Arts and many more. As a result of the opportunities that they have, our Disadvantaged students' attendance is above national. When compared with similar schools nationally, we appear in the top third of schools for Disadvantaged performance in A8 and 4+ Basics and in the top 25% of similar schools for P8. The following are strengths of our Pupil Premium Strategy:

- Achievement of our Disadvantaged Students compared to their targets
- Achievement of our Disadvantaged Students compared to National Averages
- Attendance of our Disadvantaged Students is above the National Average
- The Curriculum Offer to our Disadvantaged Students is wide, varied and aspirational

However, we are relentless in our focus on the following area for development:

- Achievement of our Disadvantaged Students compared to Non-Disadvantaged Students

We do this through rigorous tracking, identification and subsequent strategies as seen in our Pupil Premium Plan below:

			Timeline									
			Sept 21	Jan 22	Apr 22	Sept 22	Jan 23	Apr 23	Sept 23	Jan 24	Apr 24	
Quality First Teaching and Learning												
1	Introduce, implement and develop the use of Disciplined Inquiry to support staff development and impact the reading and vocabulary outcomes of learners.	21	Im	Im	Im	Im	Mo	Mo	Mo	Rv	Rv	KCR
2	All CPD allocation to be given to Disciplined Inquiry to ensure the quality of the explore, engage and evaluate phases.	21	Im	Im	Im	Mo	Mo	Mo	Mo	Rv	Rv	KCR
3	Develop the READ curriculum in both Year 7 and Year 8 including a full subject quality assurance and evaluation programme.	21	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	LLE
4	Ensure the quality engagement of all SSAs in the Outstanding Teaching Assistant Programme.	29	Im	Mo	Rv	/	/	/	/	/	/	MDI
5	Develop the use of Accelerated Reader to better inform teaching and learning and support interventions for Reading Age gaps in KS3.	21	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	LLE
6	Continue to develop the enriched curriculum for all, prioritising the Disadvantaged students including: Enrichment, Brilliant Club, Discover Us, Work Experience and Careers 1-1 Guidance Meetings.	2 4 5	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	SLT
7	Continue to develop our Challenge for All strategy focusing on the adapted provision for both disadvantaged students and those with SEND.	8	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	LLE/ MDI
Targeted Academic Support												

7	Implement, develop and evaluate 1-1 Tutoring Support for all students, prioritising those who are most vulnerable.	13	Im	Mo	Rv	/	Mo	Rv	Im	Mo	Rv	JCO
8	Establish the joint leadership of English and Maths outcomes, identifying vulnerable students at risk of not achieving target in English and/or in Maths.	13 26	Im	Mo	Rv	Im	Mo	Rv	/	/	/	KCR/SKE
9	Track and intervene with disadvantaged students who are at risk of becoming NEET through the Careers programme, specifically using Guidance Meetings to support Post 16 progression.	2	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	JCO
10	Implement the Compulsory Revision Curriculum for students who are underachieving in Year 11, targeting those who are Disadvantaged and breaking barriers.	13 26	Im	Mo	Rv	Im	Mo	Rv	/	/	/	JCO
11	Continue to develop the SEND Intervention Programmes, prioritising the Disadvantaged SEND cohort in order to ensure that both needs are met and barriers are removed.	27 29	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	MDI
Wider Strategies												
12	Introduce and Implement the new Summer School Activity Programme for all students, targeting the Disadvantaged Year 6 to enable them to maintain reading and socially connect.	27 28	/	/	Im	Rv	/	Im	Rv	/	Im	TNE
13	Attendance and Family Liaison Officer to establish working relationships with Learning Community in order to offer support and guidance and establish common policies and procedures across the family.	16	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	RGR
14	Introduce Tammy's Tearooms to give vulnerable students the opportunity for extended time in school	5 27	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	TNE

	to socialise and prepare for learning.											
15	Establish the Brilliant Club Cohort, prioritising Disadvantaged High Ability students to extend learning and higher order thinking.	2 4 10	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	LLE
16	Continue to provide for Disadvantaged students through the Enrichment Curriculum ensuring that all barriers to attending are removed.	5 20 27	Im	Mo	Rv	Im	Mo	Rv	Im	Mo	Rv	KCR

Im: Implementation

Mo: Monitoring

Rv: Review