

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 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 High School
Number of pupils in school	823 (24/25)
Proportion (%) of pupil premium eligible pupils	23.82 % (24/25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was first published	20 th September 2021
Date on which it will be reviewed	September 2022 September 2023 September 2024
Statement authorised by	Mr A Riding
Pupil premium lead	Ms M Diskin
Governor / Trustee lead	Mrs S Kelly (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year PP – £176,400 LAC – £0 PLAC(17 Students) £2,570 - £43,690 Service(3 students) £340 £1,020	£221,110
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	£221,110
-------------------------------------	----------

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge number	Detail of challenge
1	Summer decline in attainment from KS2 to Year 7
2	Low reading ages of students on entry
3	Achievement gaps of DIS SEND v Non DIS SEND
4	Achievement of DIS LA to support their next steps in education

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
Increased attainment of Y7 students in the Autumn term.	All Year 7 students achieving at least their minimum target across all subjects.
Increased reading ages of students in Year 7.	All Year 7 students making at least 15 months progress in reading.

Increased SEND achievement and removal of achievement gap against Non SEND.	SEND cohort Progress 8 above 0.
Increased DIS LA students' achievement in English and Maths.	English and Maths LA cohort Progress 8 above 0.

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: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of all staff in Disciplined Inquiry focused on subject specialism	EEF Toolkit Reading and Comprehension Subject specific literature	2
Ensure that all staff have access to Alex Quigley's books and that all directed training time to be utilised solely for the Disciplined Inquiry training.	EEF Toolkit Reading and Comprehension Alex Quigley: Closing the Reading Gap Alex Quigley: Closing the Vocabulary Gap Subject Specific Literature	2
Continue to dedicate a discrete READ lesson to both Year 7 and Year 8 curriculum and to introduce a Year 9 READ lesson during PD hour and form time.	EEF Toolkit Reading and Comprehension Alex Quigley: Closing the Reading Gap Alex Quigley: Closing the Vocabulary Gap	2
Implementation of the Outstanding Teaching Assistant Programme (OTAP) and bespoke training for the Teaching Assistant Team on wave 1, 2 and 3 strategies for both SEND E and SEND K	EEF Toolkit Teaching Assistant Interventions Small group tuition Social and emotional learning	3
Develop the use of Accelerated Reader in order to support the use of reading ages in the curriculum.	EEF Toolkit Reading and Comprehension Alex Quigley: Closing the Reading Gap Alex Quigley: Closing the Vocabulary Gap	2
Continue to develop our Challenge for All strategy	EEF Toolkit	3 and 4

focusing on the differentiated provision for both disadvantaged students and those with SEND.	Individualised Instruction	
Staff CPD on Rosenshine's Principles in order to support our teachers to engage further with cognitive science and education research and bridge the gap between research and classroom practice.	EEF Toolkit Metacognition Feedback Mastery learning	All

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Weekly Intervention for students who are below target grade in both English and in Maths.	EEF Toolkit Small Group Tuition	4
Develop the SEND Intervention curriculum to ensure maximum impact on the academic curriculum.	EEF Toolkit Social and Emotional Learning	3

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce annual Summer School to minimise the impact of transition and avoid the dip in attainment between KS2 and Year 7.	EEF Toolkit Summer Schools	1
Share good practice to support attendance of disadvantaged students through the leadership of the Attendance and Family Liaison Officer across the Learning Community.	EEF Toolkit Parental Engagement	1
Develop the introduction of Tammy's Tearooms to support	EEF Toolkit	4

the social and emotional wellbeing of our most vulnerable students.	Social and Emotional Learning	
---------------------------------------------------------------------	-------------------------------	--

Total budgeted cost: £247,000

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 2023-2024 academic year

	Dis 2023/24	Dis 2023	National Dis 2023	Dis 2022	National Dis 2022	Dis 2019	National Dis 2019
A8	40.34	42.75	35	40.35	37.5	31.6	36.7
P8	-0.26	-0.47	-0.57	-0.25	-0.55	-0.8	-0.45
5+ Basics (En/Ma)	30	32.14	25.2	40	29.6	12	25
4+ Basics (En/Ma)	46.67	60.71	43.4	57	48	35	45
5+ English	46.67	53.57		43		27	42
5+ Maths	36.67	42.86		46		19	30
4+ English	73.33	82.14		60		42	59
4+ Maths	53.33	71.43		63		42	51

- Disadvantaged students have achieved significantly higher than in 2019.
- Disadvantaged data is above the 2019 and 2022 National figures.