

Pupil Premium Strategy 2025-2026

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 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:

Teaching (for example, CPD, recruitment and retention)

| Activity | Strategies | Autumn Term Review | Spring Term Review | Summer Term Review | Staff Lead |
|---|--|--------------------|--------------------|--------------------|------------|
| Training of all staff in When The Adults Change Programme. All staff have a copy of When the Adults Change book by Paul Dix Training of SLT - Raising Attainment Programme | <ol style="list-style-type: none"> 1) CPD allocation to be given to WTAC programme 2) Time in Curriculum Area meetings dedicated to WTAC 3) QA to assess impact of strategies implemented 4) MDi/KGr to complete Raisin Attainment Programme to inform whole school strategies | | | | MDi/LMc |
| 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. | <ol style="list-style-type: none"> 1) Read Curriculum in both Y7&8 including a full subject QA and evaluation programme 2) Use of Read Plus to better inform T&L and support reading interventions for Reading Age gaps in KS3 | | | | LMc |
| Implementation of bespoke training for the Teaching Assistant Team on wave 1, 2 and 3 strategies for both PP/SEND E and PP/SEND K to ensure that TA intervention is effective at wave 1 | <ol style="list-style-type: none"> 1) CPD programme focusing on Trauma Informed Practice to be delivered 2) Introduction of half termly CPD sessions | | | | MDi |

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| Continue to use of Read Plus in order to support the use of reading ages in the curriculum. | 1) Targeted weekly interventions with QA and evaluation to assess and monitor impact | | | | LMc |
| Staff CPD to support our teachers to engage further with cognitive science and education research and bridge the gap between research and classroom practice. | 1) Comprehensive CPD programme planned for academic year, covering: Inset Days, Teaching and Learning Briefings, National College, PD projects and external trainers/providers | | | | LMc |

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

| Activity | Strategies | Autumn Term Review | Spring Term Review | Summer Term Review | Staff Lead |
|---|--|--------------------|--------------------|--------------------|---------------------------------|
| Year 11 Weekly Intervention for students who are below target grade in both English and in Maths. | <ol style="list-style-type: none"> 1) Implementation of... (resources, e.g online platform of revision; homework support?) 2) Joint leadership of English/Maths identifying vulnerable students at risk of not achieving target in English and/or Maths 3) Development of curriculum to engage disadvantaged students 4) Provide students with Chromebooks to support SEND needs and Home Learning | | | | ARD NGE MFO JCL MDi |

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| SEMH intervention: small group targeted at students' individual needs. Diagnostic assessment can be used to assess the best way to target support. Including: Lego therapy Emotional Literacy ELSA Motional | 1) Continued development of school's SEMH offer 2) Implementation of monitoring, tracking and evaluation of impact 3) Development of QA 4) Implementation of Motional Programme | | | | MDi |
| Literacy Intervention: small group targeted at students' individual needs. Diagnostic assessment can be used to assess the best way to target support. Including: Learning Island | 1) Implementation of the Learning Island programme 2) Implementation of monitoring, tracking and evaluation of impact 3) Development of QA | | | | LMc |
| KS3 Nurture Provision: bespoke curriculum pathway. There is a real emphasis on emotional literacy, language development and communication. Pupils are immersed in an accepting environment that helps develop positive relationships with teachers, school and their peers. | 1) Development of nurture provision – curriculum & resources including a full subject QA and evaluation programme 2) Bespoke curriculum offer - Skills Builder, ASDAN, King's Trust, AQA certificates | | | | LMc JCL |
| Behaviour Interventions: Pastoral team to deliver bespoke interventions to | 1) Identify patterns in behaviour to select key students that require pastoral intervention | | | | KGr CDA |

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| reduce the number of consequences, negative behaviour points, time in St Monica's and suspensions. | <ul style="list-style-type: none"> 2) Introduce and implement bespoke pastoral intervention packages for students 3) Introduce a sensory area for students to be able to de-escalate and regulate when needed 4) Provide students with correct equipment and uniform so that they are ready to learn | | | | |
| Careers Support Skills Builder Personal Guidance/Careers Advisor | <ul style="list-style-type: none"> 1) Track and intervene with disadvantaged students who are at risk of becoming NEET through Careers Programme, using Guidance meetings to support Post 16 transition | | | | JCI |
| 1:1 tuition: tuition with a teacher, teaching assistant or other member of staff giving students intensive individual support | <ul style="list-style-type: none"> 1) Track and intervene with key disadvantage/SEND students who are not attaining targets using tutoring to provide targeted and personalised intervention | | | | JCI MDi |
| KS4 after school revision sessions: targeted intervention to improve GCSE outcomes | <ul style="list-style-type: none"> 1) Continue to implement a revision revision curriculum for students that are underachieving in KS4 targeting those who are disadvantaged | | | | JCI |

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

| Activity | Strategies | Autumn Term Review | Spring Term Review | Summer Term Review | Staff Lead |
|---|--|--------------------|--------------------|--------------------|-------------------|
| Share good practice to support attendance of disadvantaged students through the leadership of the Attendance and Family Liaison Officer across the Learning Community. | <p>1) Attendance and Family Liaison officer to continue to establish working relationships with our community/families to offer support and guidance, and establish common policies and procedures consistently across all families</p> <p>Develop a rewards system to improve attendance</p> | | | | KGr RGr |
| Support the social and emotional wellbeing of our most vulnerable students. Tammy's Tea Room BoxTalk School Counsellor Enrichment Programme Learning Zone National Wellbeing Programme: Raising Attainment with Wellbeing | <p>1) Tammy's Tearooms to give vulnerable students an opportunity to extend their time in school to aid socialisation and preparation for learning</p> <p>2) Weekly SEMH interventions through the medium of sport to provide a safe space for students to communicate their thoughts & wishes and boost self esteem</p> <p>3) Tailored Counselling session to provide bespoke emotional support</p> <p>4) Providing students with an enrichment curriculum ensuring all barriers to attending are removed</p> | | | | ARD MDi JCL |

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| | 5) Providing students with a bespoke curriculum to ensure barriers to attending are removed | | | | |
| Communicating with parents: parental engagement to involve parent/carers in supporting their child's academic success. It includes: Approaches to encourage and support parent/carers to help their child with their homework Involve parent/carers in their child's learning activities | <p>1) Implementation of Arbor to ensure efficient and effective communication with parent/carers</p> <p>2) Ensuring both students and parent/carers can effectively access homework to enable parents to monitor and support their child when working at home</p> | | | | JCL LMc |