

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Proportion (%) of pupil premium eligible pupils	198 (24%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 : Year 1 2026-27: Year 2 2027-28: Year 3
Date this statement was first published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr A Riding
Pupil premium lead	Ms M Diskin
Governor / Trustee lead	Mrs Sue Kelly (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,940
PP –	£190,275
LAC –	£34,190
PLAC –	£1,425
Service –	£1,050
Recovery premium funding allocation this academic year	0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£226,940

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	Low reading ages of students on entry
2	Achievement gaps of DIS SEND v Non DIS SEND (48% of our PPG students have SEND) Inc. English & Maths
3	Achievement of DIS LA/MA to support their next steps in education
4	PPG students attend school less often and have higher number of suspensions
5	Low confidence and self esteem

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 reading ages of students in Year 7.	All Year 7 students making at least x2 the progress in reading that was made in Y6.
Increased SEND achievement and reduction of achievement gap against Non SEND.	SEND cohort Progress 8 above 0.

Increased DIS LA/MA students' achievement in English and Maths.	English and Maths LA/MA cohort Progress 8 above 0.
Improved attendance and closing the gap between PPG & Non PPG students	Increased attendance to meet school's expectations, reduce persistent absenteeism, reduce number of suspensions and increase support given to our families
Increase students' confidence and self esteem	Through intervention and support. Students will develop self-awareness of their emotions and individual needs to be able to express their thoughts and wishes effectively to ensure their needs are met. This will increase their confidence leading to increased engagement, academic progression and increased attendance.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	EEF + 4 months Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social & Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	2, 4,5
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 + 6 months Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them.	1,2

	However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.	
Implementation of bespoke training for the Teaching Assistant Team on wave 1, 2 and 3 strategies for both SEND E and SEND K to ensure that TA intervention is effective at wave 1	EEF + 4 months Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	1,2,5
Continue to use Read Plus in order to support the use of reading ages in the curriculum.	EEF + 5 months Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1, 2
Staff CPD using The National College 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 + 8 months Some studies suggest disadvantaged pupils are less likely to use metacognitive and self-regulation strategies unless explicitly taught to do so. The research evidence suggests that studies with higher numbers of disadvantaged pupils had a high impact.	All

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

Budgeted cost:

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 + 4 months Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	2,3

	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
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	<p>EEF + 4 months</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	4,5
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	<p>EEF + 4 months</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	1,2,3
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.	<p>EEF + 4 months</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	1,2,3,5
Behaviour Interventions: Pastoral team to deliver bespoke interventions to reduce the number of consequences, negative	<p>EEF + 3 months</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. In recent data, the suspension rate for pupils</p>	4

<p>behaviour points, time in St Monica's and suspensions.</p>	<p>eligible for Free School Meals was more than four times higher than for their peers, while permanent exclusion rates were around five times higher.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	
<p>Careers Support</p> <p>Skills Builder</p> <p>Personal Guidance/Careers Advisor</p>	<p>EEF + 4 months</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	3
<p>1:1 tuition: tuition with a teacher, teaching assistant or other member of staff giving students intensive individual support</p>	<p>EEF + 5 months</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p>	
<p>KS4 after school revision sessions: targeted intervention to improve GCSE outcomes</p>	<p>EEF + 3 months</p> <p>Extending school time might lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning.</p>	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Share good practice to support the attendance of disadvantaged students through the leadership of the Attendance/Family Liaison Officer across the Learning Community.	EEF +4 months Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.	4
Support the social and emotional wellbeing of our most vulnerable students. Tammy's Tea Room BoxTalk School Counsellor Enrichment Programme National Wellbeing Programme: Raising Attainment with Wellbeing	EEF + 4 months Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social & Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	ALL
Communicating with parents: parental engagement to involve parents/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	EEF +4 months Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.	1,2,3

Total budgeted cost:

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 2025-2026 academic year

- To be added at the end of academic year