

Pupil premium strategy statement – St. Bernard’s RC Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	K Taylor
Pupil premium lead	R Spencer
Governor / Trustee lead	C Tandy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,530

Part A: Pupil premium strategy plan

Statement of intent

St. Bernard's RC Primary School Pupil Premium Strategy

Statement of Intent

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Ultimate objectives for disadvantaged pupils

- Every disadvantaged child at St. Bernard's will access excellent, inclusive classroom teaching and targeted academic support so they make sustained progress in reading, writing and mathematics and achieve outcomes in line with their peers by the end of each key stage.
- Barriers outside the classroom that limit attendance, participation in enrichment and wellbeing (including SEMH) will be reduced so disadvantaged pupils attend regularly, engage fully in school life and are ready to learn.
- Early gaps in development (Reception) are closed so that children start KS1 with secure foundational skills and continue to make strong progress through KS1 and KS2.
- Disadvantaged pupils will have equitable access to extracurricular opportunities and to pastoral and therapeutic support when needed so they become confident, resilient and life-ready learners, aligned to the school's Catholic vision and values.

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How this strategy works towards those objectives

- We adopt the Department for Education / Education Endowment Foundation (EEF) tiered approach (High-quality Teaching; Targeted Academic Support; Wider Strategies) to allocate Pupil Premium funding so that it complements the whole-school improvement plan and the school's Catholic ethos.
- Pupil Premium funding will be used to: (a) strengthen quality first teaching (QFT) and adaptive teaching so all disadvantaged pupils receive first-wave instruction adapted to need; (b) provide evidence-based targeted interventions (small-group tuition, 1:1 where required, structured literacy/numeracy interventions and targeted EYFS support); (c) remove non-academic barriers (attendance work, SEMH provision, enrichment, breakfast/meal provision, transport support and family engagement).
- We will monitor impact using attendance, GLD (EYFS), phonics, termly formative assessment, end-of-year teacher assessment and national assessment outcomes, plus wellbeing measures. Interventions will be reviewed termly and funding reallocated according to evidence of impact.

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Key principles of the strategy

- Evidence-informed: we prioritise strategies with a strong evidence base (EEF, national reviews) and adopt proportionate evaluation in-school (regular monitoring, fidelity checks and pre-post measures).
 - See EEF Guide to the Pupil Premium and Teaching & Learning Toolkit for the tiered model and evidence summaries: [Education Endowment Foundation – Guide to the Pupil Premium](#) and [EEF Teaching & Learning Toolkit](#).
- Tiered approach and balanced spend: maintain a balanced spend across the three DfE/EEF tiers (high-quality teaching; targeted academic support; wider strategies) with the largest proportion going to high-quality teaching and targeted support.
- Targeted and proportionate: interventions targeted at those with the greatest need, but with universal measures that raise standards for all (e.g., whole-school phonics fidelity).
- Early action: prioritise reception/EYFS to raise GLD and reduce later intervention costs, using EYFS evidence/guidance: [EEF – Early Years Pupil Premium guidance](#).
- Inclusive and values-driven: interventions will be delivered in a way that reflects the school's Catholic vision (dignity, inclusion, service) and seek active partnership with families and the parish community.
- Regular evaluation and transparency: governors will review Pupil Premium impact each term; the published Pupil Premium statement will show planned spend, intended outcomes and impact evidence, aligned to DfE expectations: [DfE Pupil Premium guidance](#)

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality are lower for disadvantaged children; absence and poor punctuality reduces access to learning and extra-curricular opportunities.
2	Lower starting points for disadvantaged children on entry to Reception (EYFS GLD below peers), limiting access to KS1 readiness and foundational phonics / early maths.
3	At KS2 disadvantaged pupils show lower attainment (ARE and GD) in reading, writing and maths compared with peers
4	Some disadvantaged children do not access extra-curricular activities (clubs, school trips, music/arts/sport), limiting cultural capital, engagement and personal development.

5	Increasing numbers of children present with SEMH needs; disadvantaged pupils are disproportionately affected which impacts attainment, attendance and behaviour.
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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
Reduce non-attendance and persistent absence among disadvantaged pupils so they access learning consistently.	• A reduction in the school's disadvantaged persistent absence rate by at least 50% of the gap with non-disadvantaged pupils within 2 years (termly monitoring). • First day calls on 100% of unexplained absences; attendance plans in place for all persistently absent disadvantaged pupils. • Fewer unauthorised absences; increased punctuality (register audits). Evidence base: EEF attendance evidence review (see Activity tables).
Continue to raise EYFS outcomes for disadvantaged children to reach Good Level of Development (GLD).	• Increase % of disadvantaged children achieving GLD to at least in line with or above national disadvantaged average within 2 years; targeted catch-up interventions in Reception with measurable progress (termly assessment). Evidence base: EEF early years guidance.
Improve outcomes in Reading, Writing and Maths for disadvantaged pupils	• Termly assessment shows narrowing of attainment gap in R/W/M (progress measures) and by end of KS2 disadvantaged cohort ARE and GD reach school targets (closer to or exceeding national averages). • Increase proportion of disadvantaged pupils making expected or better progress year-on-year. Evidence base: structured literacy, phonics, small-group tuition (EEF).
Increase disadvantaged pupil participation in extracurricular and enrichment activities.	• Participation rates for disadvantaged pupils in at least one extracurricular activity increase to parity with peers within one academic year. • Remove cost/transport barriers for identified pupils (tracked uptake). Evidence base: EEF wider strategies and evaluation literature.

Improve pupils' SEMH and self-regulation so barriers to learning reduce.	• Measurable improvement on validated wellbeing/behaviour checklists for disadvantaged pupils receiving SEMH support (quarterly monitoring). • Reduction in behaviour incidents/exclusions for disadvantaged pupils; improved engagement and regulated learning behaviours. Evidence base: EEF Social & Emotional Learning and targeted SEMH approaches.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
4.1.1 Strengthen Quality First Teaching (QFT): whole-school CPD on adaptive teaching, explicit instruction, scaffolding and formative assessment; structured lesson design to support metacognition and self-regulation across school. CPD cycle includes coaching, peer observation, modelling and release time.	EEF: high-quality teaching and professional development raise attainment; Metacognition & self-regulation approaches have strong evidence for disadvantaged pupils: EEF Teaching & Learning Toolkit – Metacognition & Self-Regulation . Also: EEF Guide to Effective Professional Development and the Pupil Premium menu: EEF – Guide to the Pupil Premium .	2, 3, 5
4.1.2 Phonics fidelity (EYFS & KS1) and structured reading curriculum across school: CPD for EYFS/KS1 staff and regular fidelity checks.	EEF evidence: Phonics is a high-impact approach for early reading, particularly for disadvantaged pupils: EEF – Phonics guidance / Teaching & Learning Toolkit – Phonics . EEF Early Years guidance recommends early	2, 3

	language and phonics as priorities: EEF – Early Years guide .	
4.1.3 Continue reading comprehension and vocabulary programmes across Y2–Y6, with teacher modelling and strategy instruction. Use high-quality class texts and guided reading structures.	EEF reading guidance (KS2 literacy guidance and vignettes) recommends explicit teaching of vocabulary and comprehension strategies: EEF – Improving Literacy in KS2 guidance & vignettes .	3
4.1.4 Teaching for language-rich EYFS: targeted CPD for Reception staff on early talk, language modelling and sustained shared thinking; routine screening and targeted small-group work for identified children.	EEF Early Years: high-quality interactions and language development are priorities for disadvantaged children: EEF – Early Years Pupil Premium guidance .	2
4.1.5 Curriculum planning: ensure knowledge sequencing and retrieval practice across subjects CPD for middle leaders and monitoring to ensure progression and cumulative knowledge.	EEF evidence on curriculum sequencing, assessment for learning and retrieval practice; EEF Pupil Premium guidance emphasises focusing on high-quality teaching: EEF – Guide to the Pupil Premium . Also OFSTED findings in school report emphasise clarity of essential knowledge.	3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
4.2.1 Small-group tuition (3–6 pupils) and targeted 1:1 tuition for pupils below age-expected levels in R/W/M	EEF: Small-group and one-to-one tuition have robust evidence for accelerating learning for disadvantaged students: EEF – Small Group Tuition and EEF – One to One Tuition .	2, 3

Priority for Year 1 phonics catch-up KS2 reading and Year 6 booster.		
4.2.2 Evidence-based structured literacy interventions (e.g., precision teaching/structured reading comprehension programmes) for identified pupils (KS1–KS2), with regular progress monitoring and fidelity checks.	EEF Literacy KS2 guidance and Teaching & Learning Toolkit (Reading Comprehension strategies, Phonics) EEF – Literacy KS2 vignettes & guidance , EEF – Phonics .	2, 3
4.2.3 Targeted EYFS interventions: small-group language and number work in Reception (e.g., sustained shared thinking, focused adult-led maths sessions) and additional early years practitioner time for disadvantaged children.	EEF Early Years guidance: invest EYPP in professional development and targeted interventions; early investment yields larger returns: EEF – Early Years Pupil Premium guidance .	2
4.2.4 Peer and cross-age tutoring (reading buddies) and structured paired reading to increase fluency and engagement (monitored and structured).	EEF: Peer tutoring shows positive effects when well-structured and monitored: EEF – Teaching & Learning Toolkit: Peer Tutoring .	3, 4
4.2.5 Targeted SEND / SEMH academic access support: adapt curriculum and provide SEND coaching for teachers; ensure high-quality in-class scaffolds so disadvantaged pupils with SEND access the same curriculum.	EEF guidance on SEND and adaptive classroom practice; targeted interventions alongside QFT are recommended: EEF – SEND and inclusive practice resources via the EEF Pupil Premium guidance .	3, 5

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

Budgeted cost: £ 2,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
4.3.1 Attendance work: implement first-day contact, personalised text/phone “nudges” to parents, early warning letters and a staged attendance response (school Attendance Plan + Attendance Mentor where needed). Use a case-managed response for persistent absentees.	EEF Rapid Evidence Assessment on Attendance Interventions: promising approaches include parental engagement, personalised communications and responsive case-managed approaches; evidence base is mixed but gives clear promising components to use and evaluate: EEF – Attendance Interventions Rapid Evidence Assessment . EEF guidance on parental engagement: EEF – Working with Parents to Support Children’s Learning . NAO report highlights attendance as a major lever for disadvantaged attainment: NAO – Improving educational outcomes for disadvantaged children .	1, 5
4.3.2 Breakfast provision / funded places for vulnerable pupils and targeted support for families facing food/transport barriers (e.g., funded trips, subsidised music lessons, contribution to uniform/PE kit).	EEF and RCT evidence is mixed but indicates small positive effects from universal and classroom breakfast provision and that removing barriers (meals, transport) can support attendance and engagement: EEF – Meal provision / breakfast evidence summary; Magic Breakfast evaluation (EEF) and RCT evaluations cited in the EEF attendance and meals literature. See also: EEF – Guide to the Pupil Premium .	1, 4
4.3.3 SEMH provision: trained Mental Health lead (SEND/CO), Staff mentors chosen by children to check-in on children on a weekly basis, targeted CBT-informed small-group programmes (self-regulation, resilience) run by CG 3 lunchtimes per week, and access to	EEF: Social & Emotional Learning (SEL) programmes can deliver positive outcomes for attainment and wellbeing when implemented with fidelity: EEF – Social and Emotional Learning guidance / Teaching & Learning Toolkit . EEF attendance REA highlighted teaching of social/emotional skills as a promising route for some attendance improvement: EEF – Attendance Rapid Evidence Assessment .	5, 1

specialist external services where needed; staff training in trauma-informed practice and restorative approaches.		
4.3.4 Parental engagement & family support: proactive, strengths-based family conversations, home visits where appropriate, parental workshops on reading/phonics, routine attendance nudges and use of EEF-recommended parent support approaches.	EEF guidance: Working with parents can be effective in supporting learning and attendance; personalised, targeted parental engagement shows promise in attendance and attainment: EEF – Working with Parents guidance and EEF attendance REA.	1, 2, 3, 4
4.3.5 Subsidised enrichment & wrap-around offer: ensure disadvantaged pupils can access clubs – as part of Bolton Games, specific activities for disadvantaged children, before being offered to others, trips, music tuition and leadership roles (buddies, eco, school council). Prioritise places (2 places always allocated to disadvantaged children for all clubs) and provide transport/support where required.	EEF and sector evidence on wider strategies highlights extracurricular activities and enrichment as contributors to engagement, motivation and personal development; EEF's Pupil Premium guidance includes wider strategies as a key tier: EEF – Guide to the Pupil Premium . NAO also highlights cultural capital / enrichment as important for disadvantage policy: NAO – Improving educational outcomes for disadvantaged children .	4, 5
4.3.6 Targeted use of Teaching Assistants: TAs trained and deployed to deliver structured, evidence-based interventions (under teacher direction) and	EEF: TAs are most effective when used to deliver structured interventions under teacher guidance and with training: EEF – Teaching Assistant guidance / Toolkit summary .	2, 3, 5

to support in-class scaffolding; avoid ad hoc deployment.		
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Total budgeted cost: £ 32,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

60% of children achieved a GLD in EYFS including disadvantaged children.
83% of children passed the phonics screening including disadvantaged children.
At the end of key stage 1, teacher assessment showed that all disadvantaged children achieved ARE in reading, writing and maths.
At the end of key stage 2, 1 disadvantaged child did not achieve ARE in reading, writing or maths

Externally provided programmes

Programme	Provider
Read, Write, Inc (RWI)	Oxford University Press (OUP)
LBQ	Learning By Questions
Reading Plus	Reading Plus
Spelling Shed	EdShed
TTRS	Times Table Rockstars
Language Angels	Language Angels
Cornerstones curriculum	Maestro – Cornerstones Education
Caritas Counsellor	Caritas Support Services - Salford
Keyboard lessons	Bolton Music Service