

St Bernard's High School

Pupil premium strategy statement

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	1021
Proportion (%) of pupil premium eligible pupils	16.45%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Allison Moise-Dixon
Pupil premium lead	Helen Barnes
Governor / Trustee lead	Kat Lilley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,304
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve their targets across the curriculum and experience enrichment opportunities to help them succeed.

Within the pupil premium strategy plan, all disadvantaged students are to be fully supported and this includes those students who are already high attainers. The needs of all students will be considered as well as the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The greatest impact on closing the disadvantage attainment gap is high-quality teaching. Well-planned and well-resourced lessons with a focus on the support needed by students will not only benefit disadvantaged students, but also non-disadvantaged students in our school. With high quality teaching being the focus within the school, and the careful monitoring of students, the outcome will be non-disadvantaged students' attainment being sustained and improved alongside the progress of their disadvantaged peers.

Our approach will be responsive and meet the needs of the individual student. Diagnostic assessment will inform the school of the attainment and progress of students and there will be a focus on disadvantaged students as well as those who have gaps in their knowledge.

As a school, we will:

- ensure disadvantaged students are challenged in the work that they're set
- ensure all disadvantaged students have access to emotional support if needed
- ensure all staff raise the expectations of disadvantaged students and intervene early when there are concerns

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged students is currently not in line with non-disadvantaged students across GCSE. This has resulted in lower progress scores for disadvantaged students. Specific interventions need to be put in place for these students in order to close the gap.
2	Assessments, observations and discussion with Year 7 students indicates that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	The number of disadvantaged students requiring additional support with social and emotional needs has increased significantly. This is evident in the number of referrals for the learning mentors as well as the number of students needing to see the school counsellor.
4	Our current attendance for disadvantaged students is lower than for non-disadvantaged.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths and English.	The gap between disadvantaged and non-disadvantaged closes further. Students are making the same level of progress and this is evidenced in the progress 8 and attainment 8 scores as non-disadvantaged students.
Improved reading comprehension among disadvantaged pupils across KS3 through a range of strategies.	Improved comprehension skills among disadvantaged students which is evident in tests. There is a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Use of Accelerated Reader to track and monitor progress.

To achieve and sustain improved wellbeing services for all students, especially for those who are disadvantaged.	Feedback from the Learning Mentor Team highlights the improvement in wellbeing particularly from the disadvantaged students. All students who need to see a learning mentor or the school counsellor are seen
To improve attendance of our disadvantaged students.	The overall absence rate for all students being at/above 95% for all students including the disadvantaged students. The percentage of all students who are persistently absent being below 5%.

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: £ 62,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
The academy will recruit good to outstanding teachers to ensure outstanding quality first teaching.	Teaching and learning – Research conducted by the EEF found that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. Quality first teaching, recruitment, retention and professional development will be part of our key focus. High standard of teaching benefits all students including pupil premium (Education Endowment Fund). DFE research 2015 – Leaders in schools that were more successful “focus on high quality teaching first rather than on bolted on strategies and activities outside school hours”.	1
The academy will continue to invest in and develop CPD for	EEF staff development is integral to provision of high-quality teaching.	1,2

whole staff training needs and will also support colleagues in external training. The academy will cover the cost for daily cover for staff participating.	CPD in relevant areas and disseminated to the wider staff body will be beneficial for the entire student populace but in particular those who are disadvantaged.	
To have a member of staff who leads on PP provision across the school.	To ensure consistency of approach.	1, 2, 3, 4

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

Budgeted cost: £ 22,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy across the curriculum so that the gap closes between disadvantaged and non-disadvantaged	Monitoring of effectiveness through learning walks and book scrutiny. The EEF recognise that reading comprehension strategies alongside phonics intervention can add +6 months.	2
Enhancement of Maths teaching with intervention in the classroom so that the gap between disadvantaged and non-disadvantaged students closes	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	1
Specific intervention classes for Year 11 and 13 in holidays and after school to help close the gap between disadvantaged and non-disadvantaged	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2
Reading buddies to be established to help with literacy fluency.	According to the EEF peer mentoring can have impact for low cost.	2

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

Budgeted cost: £ 71,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the Learning Support Mentor team to provide more support for students.	Due to increasing need it is essential to increase and develop the team to offer pastoral and academic support to student. According to the EEF, mentoring can add +2 months.	3
Improve parental engagement for low and non-attenders.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Contingency fund for resources for pupils.	£7000 was set aside for material needs for pupils.	3

Total budgeted cost: £145,304

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school's strategic use of Pupil Premium funding focused on improving academic progress, raising attainment in core subjects, improving attendance and promoting equitable access to the full curriculum offer.

Attendance in 2022/2023 was 0.3% higher than the preceding year and higher than the national average. Absence among disadvantaged students was just under 4% higher than their peers. As there is still a gap between disadvantaged and non-disadvantaged attendance remains a focus of our current plan. Engaging in a range of strategies and utilising our attendance and welfare support will form a large part of the plan for tackling absence this year.

Overall, Pupil Premium students achieved outcomes broadly in line with their non-Pupil Premium peers. The **Progress 8 score of +0.51** indicates that disadvantaged students made **well above national average progress**, and only marginally below the cohort average (-0.03 difference). This demonstrates that the school's targeted interventions and support structures are effective in narrowing progress gaps.

Attainment outcomes also remain strong, with a small **Attainment 8 gap of just -0.2**, suggesting that Pupil Premium students are accessing a broad and ambitious curriculum and achieving comparable standards.

While the proportion achieving **Grade 5+ in English and Maths** remains below the cohort average (-10.3%), outcomes at **Grade 4+** show a narrower difference (-3.7%), indicating that the majority of disadvantaged students achieve at least a standard pass.

Notably, a higher proportion of Pupil Premium students entered the **Ebacc suite of subjects** (+14.6%), reflecting the school's success in encouraging aspirational curriculum choices and equitable access to academic pathways.

Our next steps for 2024–2025 will be:

- Continue to support students working towards Grade 5 in English and Maths.
- Provide more enrichment and extra-curricular opportunities.
- Further strengthen attendance and parental engagement.
- Continue to forensically analyse our data to ensure key groups are being targeted for early intervention.

Overall, our Pupil Premium strategy continues to have a positive and sustained impact, ensuring that disadvantaged students achieve highly and have access to the same opportunities as their peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Revision Revolution	Inner Drive

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.

This will include:

- Embedding more effective practice around feedback and assessment in line with key skills. This has significant benefits for students particularly disadvantaged students.
- Ensuring students understand how best to study and revise for summative assessments. This will include for example and explanation of how the curriculum will be delivered and what is expected of them alongside workshops to give them strategies to do this. This will help alleviate worries and concerns about the curriculum.
- Continuing to have the support of the school counsellor with an extension to the days she was working.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.