

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 | 1001 |
| Proportion (%) of pupil premium eligible pupils | 16.38% |
| 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 (currently in year 1) |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | H. Barnes |
| Pupil premium lead | C. Greene |
| Governor / Trustee lead | J. Booker |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £159,100 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £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> | £159,100 |

Part A: Pupil premium strategy plan

Statement of intent

At St Bernard's High School, our Pupil Premium strategy takes a holistic approach, encompassing all year groups and a broad range of subjects, each given equal importance. We have carefully reviewed the guidance available and grounded our decisions in robust, evidence-based research—most notably from the Education Endowment Foundation (EEF).

Our aim is clear: to ensure that every young person, regardless of age or background, receives the education, opportunities, and outcomes they deserve. We achieve this by investing time and funding into measures proven to be effective, particularly for those who are most disadvantaged.

Research consistently shows that high-quality teaching has the greatest impact on disadvantaged learners. For this reason, quality first teaching sits at the heart of our strategy. Our commitment is to ensure that every teacher delivers excellent lessons every day, benefiting both disadvantaged and non-disadvantaged pupils alike. This is supported by our dedicated Teaching & Learning Lead, who co-ordinates an observation programme to provide feedback, identify development needs, and facilitate further training opportunities. Additionally, we subscribe to a range of CPD opportunities giving staff access to high-quality online and in-person CPD opportunities across a wide range of subjects, pedagogical approaches and the ability to reflect on and evaluate the impact of CPD on their practice.

This Pupil Premium Strategy sets out how we use Pupil Premium funding to improve attainment for disadvantaged pupils. It details our approach, how we plan to allocate funding during this academic year, and the impact of last year's spending.

In line with Government and EEF recommendations, we have adopted a three-year strategic plan for Pupil Premium. This allows sufficient time for key initiatives to be launched, embedded, and evaluated, while maintaining annual reviews to ensure continued effectiveness.

Our ongoing key objectives:

- Build a strong culture of achievement where every student—including those who are disadvantaged—can thrive and succeed.
- Strengthen positive behaviour for learning by promoting excellent attendance, punctuality, and engagement.
- Provide meaningful learning experiences and life opportunities that empower disadvantaged students to reach their full potential.
- Close the attainment and progress gap between Pupil Premium and non-Pupil Premium students—and work towards eliminating it entirely.
- Deliver enriching experiences for all Pupil Premium students through strategic use of funding, ensuring a significant and lasting impact on their education and future.

Challenges

Objective: To eliminate gaps in attainment and progress, ensuring that all Pupil Premium students meet or exceed their aspirational targets.

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Reduced access to essential learning resources, including technology and wider educational opportunities or experiences. |
| 2 | Feedback from pupils and monitoring by the pastoral team suggest there are greater risks of wellbeing challenges arising from family circumstances and financial hardship amongst some of our students who are disadvantaged. |
| 3 | Lower levels of attendance and punctuality, impacting continuity of learning. Our attendance data from last year, would suggest that there is a 2.5% difference in our attendance figures between PP and Non-PP students. |
| 4 | Limited exposure to cultural experiences that are valued within the national curriculum |
| 5 | Lower educational aspirations (from e.g. parents, peer group) |

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 |
|---------------------------|---|
| To improve pupil progress | <ul style="list-style-type: none">• Ensure progress for all pupils is in line with or exceeds that of schools with similar cohorts.• Achieve top quartile progress for disadvantaged pupils compared to similar schools. |

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| | <ul style="list-style-type: none"> • Guarantee access to high-quality teaching for every student. |
| To raise attainment | <ul style="list-style-type: none"> • Improve overall Attainment 8 scores, aiming to meet or exceed the national average for all pupils. • Increase the percentage of students achieving Grade 4+ in Maths. • Strengthen alignment between Maths and English outcomes for consistency. |
| To enhance Literacy and Numeracy provision to improve access to the wider curriculum | <ul style="list-style-type: none"> • Improve literacy and numeracy levels so pupils can fully access the curriculum. • Achieve standardised reading scores and numeracy scores at KS3 that meet or exceed national averages (except for pupils with recognised SEND/EHCP where relevant). |
| To improve attendance and reduce suspensions | <ul style="list-style-type: none"> • Maintain attendance above the national average for girls. • Reduce persistent absence among Pupil Premium pupils to national average or lower. • Ensure PP students achieve attendance rates in line with or above national averages. • Increase parental engagement, evidenced by strong attendance at parent and information evenings or events. • Track and address attendance concerns regularly through pastoral team meetings. |
| To continue to cultivate opportunities for enhancing 'cultural capital' through enrichment experience and maintain / develop understanding of careers opportunities. | <ul style="list-style-type: none"> • To provide opportunities that enhance cultural capital and career awareness. • Ensure all Year 10 and 11 students meet with the careers officer, with targeted support for Year 9 where needed. • Offer additional careers meetings for students at risk of becoming NEET. • Maintain NEET figures at 98% or higher. • Guarantee all PP students access at least one cultural experience per academic year. • Develop pupils' understanding of next-step study and career opportunities. |

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: £ 100,032

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Monitoring |
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| <p>Delivering high-quality, inclusive teaching remains a core priority for our school. This commitment includes robust mentoring and induction programmes for new staff and Early Career Teachers (ECTs), ensuring they are fully supported to deliver excellence in the classroom.</p> <p>To strengthen professional development, we maintain a wide range of CPD opportunities for staff, providing access to a wide range of high-quality CPD resources and courses to staff at a variety of different levels of experience.</p> | <p>NFER – ‘Most effective ways to support disadvantaged pupils’ achievement’. High quality teaching for all.</p> <p>EEF ‘Supporting high quality teaching is pivotal in improving children’s outcomes.’</p> <p>Highly effective teaching was identified by the Sutton Trust as having a significantly higher impact on disadvantaged students compared to poor teaching when compared with an ‘average’ student.</p> <p>ECT Framework. ‘High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.’</p> <p>Structures within the school (linked to the School Improvement Plan (SIP)) are robust for identifying effective and ineffective practice.</p> | 1, 4 and 5 | <p>Learning walk data and feedback cycles.</p> <p>Book Looks</p> <p>CPD participation and impact reviews.</p> <p>Progress and attainment analysis for disadvantaged pupils.</p> <p>Feedback from student voice discussions.</p> |
| Ensuring that Pupil Premium (PP) students remain a visible priority across the school and | EEF Guidance Report: Recommends that schools adopt a “ <i>tiered approach</i> ” where high-quality teaching | All | Learning walks and seating plan checks |

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| <p>within every department. This is achieved through effective information sharing and practical classroom strategies, including:</p> <ul style="list-style-type: none"> • Strategic Seating Plans designed to support engagement and progress for disadvantaged learners. • Regular updates and communication between pastoral teams and subject leaders to keep PP students' needs at the forefront of teaching and learning. • Using Focus Five whole school initiative to encourage addressing vulnerability rather than labelling. <p>By embedding these practices, we create a culture where disadvantaged pupils are consistently supported and their progress closely monitored.</p> | <p>is the top priority, supported by targeted interventions and wider strategies. Visibility of disadvantaged pupils is essential for tailoring teaching and support.</p> <p>DfE Pupil Premium Strategy Guidance: Stresses the importance of “<i>clear identification and monitoring of disadvantaged pupils</i>” to ensure interventions are effective and progress is tracked.</p> <p>Sutton Trust Research: Shows that structured classroom strategies, including seating plans and teacher awareness of pupil context, can help close attainment gaps by ensuring disadvantaged pupils receive equitable attention and support.</p> | | <p>(details in class folders).</p> <p>Departmental reviews of PP progress by HODs.</p> <p>Teaching and Learning termly reports.</p> <p>Termly data analysis of PP attainment and engagement.</p> |
| <p>Developing and improving the Curriculum including securing literacy and numeracy skills across Key Stage 3</p> <p>Literacy – use of NGRT, Accelerated Reader and library lessons.</p> <p>Numeracy – use of NGMT.</p> <p>Maths – use of Sparx Maths (KS3) and Maths Watch (KS4) to support and track engagement.</p> | <p>EEF Improving Literacy Guidance Report (2019) recommends providing high-quality literacy interventions and using appropriate assessment tools to match students to the right support.</p> <p>We implement the Accelerated Reader programme, which evidence suggests can deliver up to three months of additional progress when used effectively.</p> <p>KS3: The Wasted Years highlights the importance of developing literacy and numeracy skills equally during Key Stage 3 to prevent gaps that hinder future success.</p> | 1 and 3 | <p>Monitor reading age improvements and quiz success rates through the AR dashboard and NGRT tests.</p> <p>Monitoring through NGMT tests.</p> <p>Monitoring engagement across Maths Watch and Sparx Maths.</p> |

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| | <p>Mastery Learning: Evidence suggests that mastery-based approaches can deliver approximately five additional months of progress, ensuring pupils fully understand topics before moving on.</p> <p>Responsive Teaching and Feedback: According to EEF, effective feedback can add up to six months of progress. We embed responsive teaching strategies and utilize CPD resources from the National College to strengthen this practice.</p> <p>Targeted Vocabulary Instruction: One of EEF's key recommendations for improving literacy is to provide explicit vocabulary teaching.</p> | | Learning walk feedback and Focus Five review of impact. |
| Attendance Officer | Pupils with no absences are 1.3 times more likely to achieve level 4 or above and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. | 1 and 4 | Attendance data |
| Teaching and Learning Lead and use of Lead Practitioners | <p>A lead within the SLT to review and analyse changes in pedagogy and practice as well as new materials & reports (including EEF) to share with staff for the improvement of all.</p> <p>To provide and support CPD to enhance quality first inclusive and responsive teaching.</p> <p>EEF 'Engaging in high-quality professional development can help teachers improve.</p> | 1, 3 and 4 | <p>Teaching and Learning termly data reports.</p> <p>Learning Walk feedback</p> <p>Book Looks</p> |
| Pupil Premium Lead | To review and assess the impact of PP strategies so that the investment of funding is carefully targeted to ensure maximum impact. | All | <p>Data snapshots</p> <p>LM meetings</p> |

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| | <p>Staff are fully informed and regularly updated as to students who are in receipt of the Pupil Premium and Pupil Premium plus as well as those who remain in receipt of Free School Meals.</p> <p>Information regarding national updates, in school changes and other information which may impact on pupils are regularly shared with staff (via weekly briefing, email, CPD).</p> | | <p>Focus five review</p> <p>Governance monitoring visits</p> |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 31,272

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Monitoring |
|---|--|-------------------------------|---|
| <p>Improving literacy across the curriculum so that the gap closes between disadvantaged and non-disadvantaged.</p> <p>Reading buddies to be deployed more effectively to help with literacy fluency.</p> <p>This year we will develop pupils' ability to read and access academic texts through delivering targeted CPD to staff and using NGRT testing.</p> | <p>The EEF recognise that reading comprehension strategies alongside phonics intervention can add +6 months.</p> <p>KS3 The Wasted Years. Developing students KS3 literacy and numeracy skills equally. Building Blocks of success.</p> <p>Distribution of reading ages to enable teachers to differentiate texts appropriately.</p> | 1, 3 and 5 | <p>Monitoring of effectiveness through learning walks and book scrutiny.</p> <p>NGRT data.</p> <p>Accelerated Reader data.</p> <p>Focus Five reviews.</p> |

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| | | | Feedback from student voice discussions. |
| <p>Maths – widening range of resources (particularly online) available to students to support in school and (if required) for absence.</p> <p>To establish and run small group numeracy intervention across KS3 for low attaining disadvantaged students.</p> <p>To monitor and evaluate the impact of small group GCSE Maths intervention in y11 for low attaining pupils including targeted disadvantaged students. Alongside one-to-one tuition.</p> <p>Use of Sparx Maths to promote and help improve knowledge of key numeracy skills particularly at KS3 and Maths Watch for KS4</p> | <p>KS3 The Wasted Years. Developing students KS3 literacy and numeracy skills equally. Building Blocks of success</p> <p>Evidence indicates that small group tuition can be effective, delivering approximately 4 additional months progress (EEF Teaching & Learning Toolkit 2021 + 4months) Strong foundation at KS3 level to enable secure progression to GCSE. (Mastery) EEF 'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year'</p> <p>Distribution of numeracy levels to enable teachers to support students appropriately across the curriculum.</p> | 1, 3, 4 and 5 | <p>Data snapshots</p> <p>Learning walks.</p> <p>NGMT data.</p> <p>Focus Five reviews.</p> <p>Feedback from student voice discussions.</p> |
| <p>Improvement of the resources and books in the library to promote and grow a culture of reading & reading for pleasure.</p> <p>Including online learning (use of iPads) and improving choice of books to be engaging including an update of curriculum non-fiction texts, graphic novels and plays.</p> <p>The creation of more reading spaces.</p> | <p>National literacy trust 'When children and young people enjoy reading, they read more often, helping to build vital reading skills and bringing wider benefits for wellbeing.</p> <p>Twice as many children and young people who enjoy reading in their free time have above average reading skills than children who don't enjoy it (34.2% versus 15.7%)'</p> | 1, 2, 4 and 5 | Feedback from student voice discussions. |

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

Budgeted cost: £ 27,796

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Monitoring |
|---|---|-------------------------------|--|
| Targeted improvement of PP attendance. Maximise role of attendance officer effectively Including training. | Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance'. Working with parents to support children's learning Guidance Report. More effective deployment of Attendance Officer to target students of concern. | 1, 2 and 3 | Attendance data Home visit reports |
| In school provision for counselling | EEF Teaching & learning toolkit identifies social and emotional learning delivering approximately 4+ months impact for very low cost. To support emotional difficulties affecting performance in school for improved attendance, social behaviour & emotional well-being | 3 and 4 | Chronologies and HOY monitoring. |
| Emotional well-being support including external training. Safeguarding concerns (including Pastoral Manager) Early intervention for student's mental health | EEF Teaching & learning toolkit identifies social and emotional learning delivering approximately 4+ months impact for very low cost. This runs in combination with a positive school ethos to support students' well-being. Students are supported with academic or home life issues which arise to prevent them from being further disadvantaged. EEF Social & Emotional teaching +4 months. 'Social and emotional skills support effective learning and are linked to positive outcomes later in life | 3 and 4 | Chronologies DSL reports and HOY monitoring. CPOMs data |
| Achievement and Behaviour Use of achievement points to promote good behaviour for learning linked to the School Ethos. | EF toolkit + 3 months for behaviour interventions. Will benefit all pupils owing to creating a purposeful learning environment. To promote positive behaviour for | 4 | Achievement points tracking. |

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| Rewards linked to achievement points including badges, certificates and in school events. | learning, raise self-esteem, improve attitudes to learning and improved confidence | | |
| Contingency funding for students to mitigate material and cultural deprivation. | To ensure that there are no explicit, perceived inhibiting barriers. Students have access to uniform, materials for lessons, resources and curriculum trips or events and are able to attend school and be ready to learn resulting in improved attendance and social behaviour | 2 and 4 | <p>Monitored by PP Lead.</p> <p>HOD and HOY identify need.</p> <p>Staff to request materials/trips.</p> |

Total budgeted cost: £ 159100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The year 11 GCSE data demonstrated that whilst our headline figures are better than the national average there has been a trend or fall in maths. English has steadily improved. For disadvantaged students (although again results are better than the national average) there is a disparity for students who are PP and those who are non-PP.

| Basic Measures | 2025* All Students | 2025 Non-PPI Students | 2025 PPI Students |
|----------------------------------|-----------------------|--------------------------|----------------------|
| Attainment 8 | 5.5 | 5.6 | 5.1 |
| 5+ E&M | 59% (| 61% | 48% |
| 4+ E&M | 83% (-4) | 85% | 76% |
| 5+ English | 87% (+1) | 92% | 68% |
| 4+ English | 97% (+2) | 97% | 96% |
| 5+ Maths | 61% (-8) | 63% | 52% |
| 4+ Maths | 83% (-5) | 85% | 76% |
| 5+ grade 5 or above Inc E & M | 57% (-2) | 59% | 48% |

From this we can draw the following conclusions: an area of strength is English Grade 4+ which is close to parity (–1%), indicating strong access to the standard pass threshold in English for PPI pupils. Key areas to improve are: English Grade 5+ which shows the largest attainment gap (–24%). Priority should be on converting Grade 4 to Grade 5 among PPI pupils (targeted stretch, high-impact feedback, and exam skills). Maths gaps are consistent at –11% (5+) and –9% (4+), suggesting a need for sustained intervention (diagnostic teaching, tutoring, and practice routines). The English and Maths combined gaps (–13% at 5+, –9% at 4+) mirror the subject-level picture and will be a key KPI to monitor termly at SLT and Link Meetings with HODs. In particular, the Attainment 8 gap (–0.5) indicates a general attainment difference across the wider curriculum, not only in E&M.

Overall, year-on-year indicators show improvements in English thresholds (+1% at 5+, +2% at 4+) and declines in Maths/E&M (E&M 4+ –4%; Maths 5+ –8%; Maths 4+ –5pp; 5+ including E&M –2%). This pattern reinforces the need for targeted Maths support and raising English outcomes from 4→5.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance figures from last year were:

- Pupil Premium (PP): 92.0%
- Whole school (Years 7–11): 94.5%
- Whole school (Years 7–13): 92.7%

This data demonstrates that:

- PP attendance (92.0%) is 2.5 percentage points lower than the Years 7–11 school average (94.5%), and slightly below the Years 7–13 figure (92.7%).
- The gap between PP and non-PP pupils suggests a need for targeted strategies to improve attendance among disadvantaged pupils.

- Attendance for Years 7–11 remains strong overall, but the inclusion of Years 12–13 lowers the whole-school figure, indicating post-16 attendance may require additional focus.

An analysis of our strategy from last year shows that incremental gains have been made in providing quality-first teaching and CPD investment. The scaling of our wellbeing support and pastoral interventions has been successful in supporting those students who need it in a timely manner. Areas that still need further work are: Raising attainment at Grade 4+ in Maths, 5+ in English and Maths, further work in closing the attendance gap for disadvantaged pupils and more work on implementing targeted interventions (literacy strategies, numeracy strategies and in-class interventions).

Our next steps for 2025–2026 will be:

- To continue to support students working towards Grade 4/5 in English and Maths through a range of interventions.
- To provide more enrichment and extra-curricular opportunities.
- To further strengthen attendance and parental engagement.
- To continue to forensically analyse our data to ensure key groups are being targeted for early intervention through SLT meetings and link meetings with HODs.
- To build foundational knowledge and skills focusing on wholesale literacy and numeracy strategies.
- To be inclusive by design using the principles of the Focus Five strategy (EEF and DFE endorsed) to provide adaptive and high-quality teaching and learning.

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.