

## Pupil premium strategy statement – St Bernard’s School, Louth

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	115
Proportion (%) of pupil premium eligible pupils	52 students 45%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lea Mason
Pupil premium lead	Helen Harkness
Trustee lead	David Rhodes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,340
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	0
<b>Total budget for this academic year</b> <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>	£67,340

## Part A: Pupil premium strategy plan

### Statement of intent

Our strategy is underpinned by our values of connection, communication and community, enabling disadvantaged students to benefit from the high-quality teaching and learning, curriculum and experiences we offer at St Bernard's School.

Whilst socio-economic disadvantage is not always the primary challenge our students face, our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students.

As a school, we put 'quality first teaching' at the centre of our practices to deliver a broad and balanced curriculum. Based on research, this has the greatest impact on closing the attainment gap and also benefits every student within the school community. Students at St Bernard's will make at least expected progress, in line with their personalised targets, in English and Maths through quality-first teaching.

Our aim is for all students to have access to a wide range of interventions and strategies in school to meet their individual needs. We will facilitate students to access a higher ratio of staff support as required. Students will have access to a wide range of enrichment experiences both in and out of school. These will positively impact on their academic achievement and well-being.

For many of our students, meeting their individual needs involves access to our wide-ranging pastoral support service with a focus on developing self-regulation strategies, well-being and emotional, social support. This service also supports parents, carers and wider families, through our one team approach. Many of our young people present with social emotional and mental health needs which require intervention and support to help with readiness for learning.

We will also aim for any disadvantaged students to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged students. This will enable them to experience the full learning experience on offer at St Bernard's.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

### Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with students show that disadvantaged students may have greater challenges around communicating and expressing their needs and emotions, with a lower level of emotional literacy than their peers, including social interaction difficulties.
2	Students eligible for pupil premium may have a more complex home lifestyle which impacts on their attendance in school presenting with challenges around active engagement and persistence in learning.

3	Through observations and attendance to school events we find that students eligible for pupil premium may have lower parental engagement leading to an impact on their social, emotional and mental health in terms of belonging and well-being.
4	Through observations and conversations with students and their families, we find that disadvantaged students may have fewer opportunities to access life experiences and community participation, to make connections across their learning.

### 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
Students eligible for Pupil Premium make at least expected progress, in line with their personalised targets, in English & Maths. This will be supported through targeted access to interventions and strategies to develop communication skills, including alternative and augmentative communication.	Students eligible for Pupil Premium and Children in Care students will sustain outstanding outcomes, achieving over expected progress, in curriculum areas.
Students eligible for Pupil Premium access support from the Pastoral team through relevant interventions and regular check ins. This will enable them to develop strategies to manage emotional well-being, develop self-esteem and promote social behaviours.	Students are provided with pastoral support to raise self-resilience and self-esteem. Students have access to interventions such as, increased 'green' activities, ELSA (Emotional Literacy Support Assistant)  Focussed work, including therapies, social therapies & bespoke activities to support wellbeing, positive mental health and safeguarding.
Students eligible for the Pupil Premium will have excellent attendance to school, enabling them to access the relevant curriculum pathway, supporting engagement in the wider community and make excellent progress.	Students eligible for Pupil Premium will demonstrate improved attendance across school.  There will be a decrease in persistent absence rates.
An increase in parental engagement across the academic year enabling families to confidently support their young person outside of school	Parents of students eligible for Pupil Premium will attend a variety of planned activities across the academic year. This will empower them with strategies to support their young person at home and also deepen their knowledge of St Bernard's Curriculum offer.
Students eligible for Pupil Premium have access to a range of enrichment experiences to build their cultural capital and support them towards Life Beyond School.	Enrichment is part of the curriculum offer as well as individual timetables. (including through increased 'green' activities)

	Activities are planned with careful consideration given to increase student's cultural capital.
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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: £ 28,160. LSA

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress of students eligible for Pupil Premium will be in line or higher than their peers in English and mathematics.</p> <p>To embed the accredited Phonics scheme / staff ongoing training, fluency, interventions.</p> <p>To access accreditation pathways at key stage 4 and above appropriate to level of learning</p>	<ul style="list-style-type: none"> <li>- Consistency in the teaching of reading with high quality resources through our phonics programmes, including intervention at Primary level.</li> <li>- Introduce interventions for Senior students supporting Phonic work</li> <li>- CPD to continue to upskill staff.</li> <li>- EHCP outcomes</li> <li>- Curriculum overview</li> <li>- Work scrutiny</li> <li>- Lesson visits</li> <li>- Continued CPD through access to teaching hub/NPQs/SSAT to enable high quality teaching.</li> </ul>	1,2,4
<p>To lead, embed, support, review and build on the development of the curriculum pathways to ensure it is coherently planned, sequenced and provides challenge, across all Key Stage, in line with assessment systems to enable progress to be analysed in a meaningful way.</p>	<p>Release time planned in for staff to:</p> <ul style="list-style-type: none"> <li>- Review and evaluate the curriculum offer ensuring the planning is relevant and personalised.</li> <li>- Reviewed intervention plans through a one team approach.</li> <li>- Review individual support plans.</li> <li>- Lead pupil progress meetings.</li> <li>- Review of assessment data so that it is impactful for those who are disadvantaged.</li> <li>- Create learning groups to plan curriculum for most impact</li> </ul>	1,2,4
<p>Staff accessing training and support around sensory regulation, Teacch,</p>	<ul style="list-style-type: none"> <li>- Learning walks</li> <li>- EHCP outcomes</li> <li>- Feedback</li> <li>- Training materials and support</li> </ul>	1,2

Attention Autism and social communication to support the engagement of students with autism (of which there are a high percentage)	<ul style="list-style-type: none"> <li>- Shared practice</li> <li>- Training sessions on site</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 11,020 Resources (Intervention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to quality first teaching strategies.	<ul style="list-style-type: none"> <li>- Lesson visits</li> <li>- Learning walks</li> <li>- Work scrutiny</li> <li>- Deep dives</li> <li>- Learning journeys</li> <li>- Parent surveys and feedback</li> <li>- Whole school SEND resources</li> <li>- Continued professional development and learning</li> <li>- Visits to other settings</li> <li>- Attending conference events</li> </ul>	1,2,4
<p>Access to high quality communication interventions as well as phonics interventions.</p> <p>Access to sensory processing activities to support readiness for learning.</p> <p>Access to Makaton across school</p>	<ul style="list-style-type: none"> <li>- Speech and language interventions, in conjunction with advice from external agencies.</li> <li>- LSA driving communication strategies across school sharing resources and practice to support all communication needs</li> <li>- OT programme and sensory activities timetables and added into support plans.</li> <li>- Makaton champions to support staff and students with new signs and functional communication.</li> </ul>	1,2,4
Access to enrichment activities / clubs / life skills activities /music	<ul style="list-style-type: none"> <li>- Planned activities to support attention, independence, 'green areas' and increase their readiness to learn.</li> <li>- The use of sensory circuits, Rebound therapy and play-based approaches to support learning.</li> </ul>	1,2,4

	- A robust Enrichment offer developed to include all students delivered weekly .	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £28,160 (LSA)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Continued staff training in Positive Behaviour Support in order to support well being, self regulation and social skills.	PBS trainer on site Ongoing training for all staff and targeted training to support individuals. Personal planning. Analysis of incident reports-continued reduction in incidents and physical interventions. Individualised risk assessments. Team debriefs to support learning. Use of trackable to record behaviours and debriefs to support monitoring	1,2,4
High quality pastoral support	Pastoral LSA who is ELSA trained and will access ongoing supervision. Planned individual and small group interventions as well as bespoke work in response to mental health, wellbeing and safeguarding concerns/incidents.	3,4
Attendance strategy	Improving attendance through a holistic approach with continued analysis. Staff supporting home visits, one team meetings. Regular communications between school and home including letters at the end of each term.	1,2,3,4
Planned activities throughout the terms to involve families in their child's learning and improve parental engagement	A range of activities, events and workshops are planned across the year to support with learning and well being, as well as responses to mental health, wellbeing and safeguarding concerns/incidents. Parent experiences added to the annual calendar for young people and families to share learning.	3, 4
Welfare packs	Providing these as required to support disadvantaged students.	4
Access to Mental Health Support	Some disadvantaged students require bespoke support from external services- which is sourced at the point of need. Mental health first aiders trained for youth and adult support	4

Total budgeted cost: £ 67,340.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Impact Statement 2024–2025

Our pupil premium strategy has had a strong and measurable impact on the academic progress, emotional well-being and engagement of disadvantaged students at St Bernard's School. The combined approach of high-quality teaching, targeted interventions and wider pastoral strategies has ensured that disadvantage has been reduced as a barrier to sustained progress.

#### Academic Progress

- The majority of disadvantaged pupils made **expected or above expected progress** in Mathematics and Functional Skills, with many exceeding their personalised targets.
- In English, outcomes were largely positive overall, with clear strengths in reading and communication; writing has been identified as a continued improvement priority for 2025–2026.
- Enhanced phonics teaching, communication-support strategies (including AAC and Makaton), and structured interventions contributed significantly to improved decoding, fluency and expressive communication for targeted pupils.

#### Communication, Social & Emotional Development

- Pastoral and ELSA interventions resulted in improved self-regulation, emotional literacy and confidence, as evidenced through observation, behaviour logs and intervention records.
- Students showed increased ability to express needs, make choices and engage in positive social interactions, contributing to improved readiness for learning.
- Staff training in Attention Autism, TEACCH and sensory regulation strengthened consistency across classrooms and directly supported pupil engagement.

#### Attendance and Engagement

- Early indicators from 2024–2025 show a slight improvement in attendance patterns for disadvantaged pupils where targeted support and family engagement were implemented.
- Persistent absence reduced for several pupils following bespoke support plans, home visits and multi-agency collaboration.
- Students engaged more consistently in structured routines, learning activities and enrichment opportunities.

#### Parental Engagement

- Increased attendance at school events, workshops and learning celebrations was evident among families of disadvantaged pupils.
- Parents reported improved understanding of their child's needs and greater confidence in supporting learning and emotional well-being at home.

#### Cultural Capital & Life Experiences

- All disadvantaged pupils accessed enrichment opportunities—on site, off site and through personalised programmes—which contributed to improved SEMH outcomes, broader life skills and strengthened links with the school community.
- Participation in green activities, sensory experiences, life skills sessions, therapies and community-based learning enriched students' development and helped build independence and communication beyond the classroom.

#### Overall Impact

The combined actions taken across 2024–2025 demonstrate that pupil premium funding has been used effectively to improve outcomes for disadvantaged learners. Progress was strongest where communication strategies, pastoral support and personalised academic interventions worked together. The outcomes from this year

directly inform the priorities for 2025–2026, ensuring continued focus on writing, attendance, parental engagement and high-quality communication support.

**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.

<b>Programme</b>	<b>Provider</b>
Sensory integration support	Occupational therapist

**Service pupil premium funding (optional)**

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

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*