



**Blessed Robert Widmerpool Catholic Voluntary Academy**

**Pupil Premium Grant Report 2020-21**

*Ensuring that funding reaches disadvantaged pupils.*

**Background**

The pupil premium grant is additional funding given by the Government to publicly fund schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Those children in receipt of Pupil Premium will fall into one of these categories:

- The pupil is eligible for Free School Meals.
- The pupil has been eligible for Free School Meals at some point in the last 6 years.
- The pupil is a child of parent(s) in the Armed Forces.

This funding enables us to ensure that all disadvantaged pupils are provided with a wide range of opportunities and rich experiences to enable them to achieve, thrive and flourish.

**Allocation**

**Pupil Premium Funding Allocation: £27, 259**

**Pupil Premium Plus: £4203**

<b>What are the barriers faced by Disadvantaged Children?</b>	<b>What are we spending the funding on?</b>	<b>What is the rationale for spending it on these areas?</b>	<b>How will the impact be measured?</b>
<p>BRW currently have 30 DA children registered in school (11%)</p> <p>Research is clear that in some cases these children perform academically less well than their non-DA peers.</p>	<p><b>Teaching Quality</b></p> <p>Provide Teaching Assistant support for specific children £18,059</p>	<p>To ensure:</p> <ul style="list-style-type: none"> <li>• Individual needs are supported and met within the classroom environment</li> <li>• To provide additional staff to support children with specific needs.</li> <li>• Raise standards of attainment through 1:1/small group support and intervention groups</li> </ul>	<p>DA attainment and progress data.</p> <p>ARE and progress targets are met and measures are in line with Non DA and national Other.</p>

<p>Some of these children may not have had the enriching learning opportunities experienced by their peers; some may have less motivation and drive to learn leading to poor attendance and performance. It is important to note that this is not true for all DA children.</p> <p>It is every child's right to learn and thrive safely, happily and achieve their full potential.</p> <p>The DA funding at BRW is spent in such a way that it allows the child to be provided with rich, inspirational learning experiences which build on existing knowledge and create a passion for life-long learning; that the home-school links are strengthened; that individual needs are met; that the whole child is develops and thrives.</p> <p><b>Funding Allocation is based on a Tiered Approach</b></p> <ul style="list-style-type: none"> <li>Teaching Quality</li> <li>Wider Strategies supporting readiness to learn</li> <li>Non-academic outcomes – attendance</li> <li>Activities that will also benefit non-eligible pupils (children who have had a social worker/act as a carer)</li> </ul>			Pupil and staff voice indicates that confidence, resilience, engagement with learning and self-esteem will increase.
	<p><b>Teaching Quality</b></p> <p>CPD for support staff to support high quality teaching and learning</p> <p>£2000</p>	<p>To ensure:</p> <ul style="list-style-type: none"> <li>Support staff are able to provide high quality support for DA children</li> <li>Support staff are able to support DA children to make progress</li> <li>To provide coaching for support staff to improve their practice</li> </ul>	<p>Monitoring by SLT and DPS indicates TAs are able to effectively support DA children and have an impact on their progress.</p> <p>Progress and attainment of DA children.</p>
	<p><b>Non-academic outcomes – attendance</b></p> <p>Increasing/maintain high attendance and punctuality. (EWO)</p> <p>£1000</p>	<p>To ensure children attend school as much as possible to:</p> <ul style="list-style-type: none"> <li>Access high quality education</li> <li>Ensure maximum engagement with education</li> <li>Develop, maintain and ensure a positive attitude to learning and education</li> <li>Ensure learning and education is highly valued and aspirations are created for learning in later life</li> <li>All learning opportunities are encouraged and accessed</li> <li>Potential barriers and gaps in learning are minimised</li> <li>Reduce lateness so that children are ready to learn</li> <li>Support families to overcome barriers to attendance and learning</li> </ul>	<p>DA/PP attendance figures to be meet 97% school target.</p> <p>Weekly meetings with HT and EWO to monitor attendance and lateness and discuss strategies to support children and families where necessary.</p> <p>Attendance reports submitted to the Governing Body which measure attendance levels of this group.</p> <p>Attendance figures of DA children to be equal to or higher than non DA children</p>
	<p><b>Wider Strategies</b></p> <p><b>ELSA/School Counselling</b></p> <p><b>£1000</b></p>	<p>Provision of Emotional Literacy Support Assistant where required in school to support social and emotional learning of children and their wellbeing.</p> <p>Provision of specialist 1:1 school counselling sessions with trained provider for DA children who require this support. (Funded through COVID Recovery Funding during 2020-21)</p>	<p>Pupil, Staff and Parent Voice feedback on impact.</p> <p>Outcomes of the achievement of pupils taking part.</p>

	<p><b>Wider Strategies</b></p> <p>Individualised Learning Programs and curriculum enrichment</p> <p>£1500</p>	<p>Individualised Learning Programs which will:</p> <ul style="list-style-type: none"> <li>• Enhance and improve reading skills and engagement through the purchase of books of particular interest to DA children.</li> <li>• Purchase and distribution of subject resources to support catch up intervention following school closures for DA children.</li> <li>• Motivate children, ensure maximum learning opportunities and excite children with their learning and personal passions</li> </ul>	<p>Staff and Pupil Voice report positively</p> <p>This will have a positive impact on attainment and progress.</p> <p>ARE and progress targets are met and measures are in line with non DA and national other.</p>
	<p><b>Wider Strategy</b></p> <p>Enrichment - music tuition</p> <p>£600</p>	<p>Provision of music lessons to:</p> <ul style="list-style-type: none"> <li>• Encourage children to pursue and develop their musical ability and talents</li> <li>• Create positive attitudes towards learning and support wellbeing</li> </ul>	<p>Pupil Voice</p> <p>Staff Voice</p> <p>SLT Monitoring of the progress of children taking part.</p>
	<p><b>Wider Strategies</b></p> <p>School Clubs</p> <p>£1600</p>	<p>Children are identified and encouraged to attend before and after school clubs to:</p> <ul style="list-style-type: none"> <li>• Encourage a healthy, active lifestyle</li> <li>• Develop a positive attitude towards sport, exercise and extra-curricular activity involving IT, crafts, maths and STEM</li> <li>• Experience exhilaration and enjoyment</li> <li>• Improve social skills, interaction and relationships with other children and staff</li> <li>• Build confidence and self esteem</li> <li>• Enjoy a sense of success, through hard work, discipline and challenge</li> <li>• To provide enriching experiences and enhance gifts and talents</li> </ul>	<p>Pupil, Parents and Staff Voice report positively</p> <p>This will have a positive impact on attainment and progress</p> <p>ARE and progress targets are met and measures are in line with Non DA and national Other</p>
	<p><b>Wider Strategies</b></p> <p>Support Residential Visits and other School Visits</p> <p>£500</p>	<p>Residential are funded to allow children to:</p> <ul style="list-style-type: none"> <li>• Experience rich, memorable and inspirational learning opportunities</li> <li>• Be inspired to learn</li> <li>• Develop positive attitudes towards learning away from school</li> <li>• Experience exhilaration and enjoyment</li> </ul>	<p>Pupil, Parents and Staff Voice report positively</p> <p>This will have a positive impact on attainment and progress</p>

		<ul style="list-style-type: none"> <li>• Improve social skills and relationships with staff and children</li> <li>• Build confidence, self-esteem and independence</li> </ul>	ARE and progress targets are met and measures are in line with non DA and national other
	Contingency £1000	<p>Funding set aside for contingency allows flexibility in spending for opportunities that may arise throughout the year to raise attainment and provide enriching experiences. Spending of the contingency funding will follow the EEF research recommendations:</p> <div style="background-color: #f4a460; padding: 5px; margin: 10px 0;"> <p><b>EEF's 4 tips for maximising the impact of your Pupil Premium:</b></p> </div> <ol style="list-style-type: none"> <li>1. Use evidence of 'what works' to inform your decision making, focusing on the areas that make the biggest difference to pupil outcomes.</li> <li>2. We recommend a tiered approach to spending, focusing first on improving the quality of teaching, followed by targeted support, then whole-school strategies.</li> <li>3. As part of an overall strategy to improve the quality of teaching, using some of your Pupil Premium to recruit and retain teachers is justified.</li> <li>4. Disadvantaged pupils who achieve highly in primary school are much less likely than their peers to convert this potential into excellent grades at secondary school – so ensure all Pupil Premium-eligible students receive some targeted support, including those who are high attainers.</li> </ol>	<p>Pupil and Staff Voice.</p> <p>Assessment data outcomes for DA children.</p>
	Pupil Premium Plus Funding – Target specific children.  £4203	<p>Provision of:</p> <ul style="list-style-type: none"> <li>• Teaching Assistant time to ensure individual needs are supported and met within the classroom environment through 1:1 support and small group interventions.</li> <li>• Individualised Learning Programs to support learning in key areas – provision of learning packs.</li> <li>• Provision of support to encourage attendance at before and after school clubs to encourage engagement, health and enjoyment</li> </ul>	<p>Half termly meetings with class teachers demonstrate positive impact on engagement, wellbeing and learning.</p> <p>Positive impact on attainment and progress.</p> <p>Pupil and Parent Voice.</p>

**Review**  
Pupil Premium Funding and its impacts are reviewed throughout the term in accordance with the monitoring calendar.  
Monitoring involves lesson observations, learning walks, book looks, pupil voice, staff voice, parent voice and assessment analysis.

The impact is reported to the Local Governing Body and Director of Performance and Standards at Our Lady of Lourdes CMAT.

**Pupil Premium Funding Breakdown of Spend - £27, 259**

<b>Teaching Quality</b>	Provide Teaching Assistant support for specific children	£19,059
<b>Teaching Quality</b>	CPD for support staff to support high quality teaching and learning	£2000
<b>Non Academic Outcome</b>	Increasing Attendance and Punctuality (EWO)	£1000
<b>Wider Strategy</b>	Individualised Learning Programs and Curriculum Enrichment	£1500
<b>Wider Strategy</b>	Music Tuition	£600
<b>Wider Strategy</b>	Before and After School Clubs	£1600
<b>Wider Strategy</b>	Support Residential Visits and other School Visits	£500
<b>Wider Strategy</b>	Contingency	£1000
	<b>Total Expenditure</b>	<b>£27,259</b>