



Pupil Premium Strategy Statement

This statement details the school's use of **pupil premium** (and recovery premium for the 2021 to 2022 academic year) **funding** to help improve the attainment of our **disadvantaged pupils**.

It outlines our 3 year pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

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.

School overview

Detail	Data
School name	Blessed Robert Widmerpool Catholic Voluntary Academy
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	10% (25 children) 14% (34 DA Children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 – 2023 2023 - 2024
Date this statement was published	1 st October 2021
Date on which it will be reviewed	1 st October 2022
Statement authorised by	Luisa Maylard-Mason
Pupil premium lead	Luisa Ferrara
Governor / Trustee lead	Sinead Lodge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£3190
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	£31,435

Part A: Pupil premium strategy plan

Statement of intent

It is every child's right to learn and thrive safely, happily and achieve their full potential. There are a range of common barriers to learning for disadvantaged children which include: poor speech, language and communication skills, lack of support at home, lack of confidence, more frequent behavioural difficulties and complex family situations that prevent children from flourishing. Some disadvantaged 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.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the challenges faced, alongside research conducted by the **EEF**.

Blessed Robert Widmerpool's aims for disadvantaged pupils are:

- Ensuring disadvantaged children have access to high quality teaching and learning opportunities which meet their needs.
- Ensuring appropriate provision is made for all vulnerable pupils including those who are not eligible for PP funding to support their needs.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To provide children access to Education Welfare and Emotional Support.
- To provide children access to specialist Speech and Language Support.
- For all disadvantaged pupils in school to reach or exceed Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

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 develops and thrives.

Funding allocation is based on a tiered approach which includes:

- High quality teaching
- Targeted academic support
- Wider strategies supporting readiness to learn

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils are:

Challenge number	Detail of challenge
1	<p>Emotional needs and lack of enrichment.</p> <ul style="list-style-type: none"> • School observations, discussions and questionnaires with pupils and families have identified a high number of pupils with social and emotional issues. • Internal assessment and observation indicates that our disadvantaged children have mental health and safeguarding concerns which impact on their behaviours. • Internal, qualitative data shows that enrichment opportunities for the most disadvantaged have been restricted over the pandemic and we have increased need for social and emotional support for our pupils. • Internal data highlights that teacher referrals for support with emotional needs have increased during the pandemic. 29 children (of whom 17 are DA) require small group or 1:1 intervention to support with social interaction and emotional needs. • All of these challenges particularly affect disadvantaged pupils, including their attainment.
2	<p>Speech and Language.</p> <ul style="list-style-type: none"> • Assessments, observations and discussions with children indicate under developed speech and language skills and vocabulary gaps among a large proportion of disadvantaged pupils. • 33% of pupil premium children have received or are currently require specialist speech and language therapy intervention. • Internal assessment show low levels of language and communication skills on entry to Foudation Stage 1. • Without these fundamental skills, children are unlikely to use talk to connect ideas and explain what is happening coherently.
3	<p>Education and Well Being – Low Attainment</p> <ul style="list-style-type: none"> • Assessments and observations of pupils indicate that the education and wellbeing of many of our disadvantaged children has been impacted by partial school closures. • This has resulted in gaps in learning for many of our disadvantaged children which is supported by national studies. • A large proportion of our disadvantaged children also have retention difficulties. This is also attributed to children having SEND. 44% of SEND Support children are also disadvantaged.
4	<p>Phonics</p> <ul style="list-style-type: none"> • Assessments, observations and discussions with pupils suggests disadvantaged pupils generally have greater difficulties with phonics rather than their peers. • COVID related disruptions have also resulted in gaps in learning in all areas of learning, especially KSI reading and phonics. • Internal assessments indicate that 66% children on the current PP register are in danger of not meeting exp standard by end of Y2.
5	<p>Maths</p> <ul style="list-style-type: none"> • Internal data shows that maths attainment in Foundation Stage and Key Stage 1 is below that of non-disadvantaged. This is a gap that needs to be addressed as these children progress through the school.

	<ul style="list-style-type: none"> • On entry to reception for the last two years, high proportions of DA children have started the year below age related expectations in Maths. • On entry to reception in the last 2 years, between 75% and 86% of our disadvantaged children arrive below age related expectations. <ul style="list-style-type: none"> ○ 2019-20 - 86% entered below ARE in all areas. ○ 2020-21 – 75% entered below ARE in all areas.
6	<p>Attendance and Punctuality.</p> <ul style="list-style-type: none"> • Attendance data over the last few years for DA children has been 3% lower in comparison to non-DA pupils over the last 2 years with 25% of persistent absentees in 2020-21 were classed as Pupil Premium. • Observations and assessment indicate absenteeism negatively impacts on disadvantaged pupil's progress.

Intended outcomes

The following table outlines what we are aiming to achieve by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To achieve and maintain improved wellbeing and positive behaviours for learning for all children in the school, particularly disadvantaged children.</p> <p>Pupils receive the support within school and develop personal skills to overcome personal barriers.</p>	<p>Pupil voice indicates disadvantaged children feel safe, well and happy in school and have positive and enhanced experiences in their learning.</p> <p>Staff voice indicates that the mental health policy and support provided has enabled children to overcome their emotional barriers/difficulties.</p> <p>An increase in participation and engagement in enrichment activities, particularly among disadvantaged pupils.</p> <p>To provide enhanced curricular opportunities in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.</p> <p>To ensure all pupil premium children have a positive and proactive attitude towards their learning.</p> <p>Reduction in the amount of referrals for emotional issues.</p>
<p>Improved speech and language skills and vocabulary among disadvantaged pupils.</p> <p>Provision of Speech and Language support for those children who require it.</p>	<p>Assessments and observations indicate significantly improved speech and language and vocabulary skills among disadvantaged children. This is evident in the triangulation of learning walks, book looks and ongoing formative assessment.</p> <p>End of FS1 and FS2 assessment shows an increase of those on track to achieve in Communication and Language.</p> <p>Observations, assessments and provision map evaluation indicate that individual speech, language and listening activities</p>

	have a positive impact on improving speech and language skills for those taking part.
Increased attainment for disadvantaged children across the school.	<p>The percentage of disadvantaged pupils achieving ARE or above in Reading, Writing and Maths is inline or above that of 2019.</p> <p>To address any cohort led differences in attainment between pupil premium and other children.</p> <p>Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.</p>
Maintain and improve reading and phonics attainment among disadvantaged pupils.	KS2 Reading outcomes in 2024/2025 show that more than 75% or more of disadvantaged pupils met the expected standard.
Improved Maths attainment for disadvantaged children at the end of KS1 and KS2.	KS2 Maths outcomes in 2024/2025 show that more than 75% or more of disadvantaged pupils met the expected standard.
Maintain good attendance and punctuality of disadvantaged pupils.	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Absence rate for all pupils is under 3%. • Pupil Premium attendance figure is at least in line with non-pupil premium attendance figure and the current gap of 2.26% is reduced. <ul style="list-style-type: none"> ○ 2020-21 PP Attendance: 94.93% vs Non-PP 97.19% • Percentage of disadvantaged pupils who are persistently absent is lower than 1% <ul style="list-style-type: none"> ○ 2020-21 Persistent Absence figure for PP: 1.41%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7316

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist. £1890</p> <p>Provision of specific SALT support for children once per month.</p>	<ul style="list-style-type: none"> • Evidence suggests that oral language approaches have a high impact on pupil's vocabulary, reading and oral skills. (6 months additional progress). • Focus on speaking and listening activities to meet particular needs. • Evidence also suggests that approaches that are delivered 1:1 have a high impact. 	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
<p>CPD. £5426 Teacher and Teaching Assistant CPD to support high quality teaching and learning.</p> <p>Investment in a whole school CPD plan which includes Lesson Study for TAs and Coaching/lesson study for teachers.</p>	<ul style="list-style-type: none"> High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research. Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	3, 4, 5

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

Budgeted cost: £13,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Support - £11,318 Teacher and Teaching Assistant directed time for provision of Reading, Writing and Maths interventions to increase knowledge and skills and improve attainment of all disadvantaged children.</p>	<ul style="list-style-type: none"> Research indicates that teacher led intervention has greatest impact on progress. Children who receive regular, small chunks of child focused interventions make more rapid progress. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Therefore, these pupils should receive just as much focus in the use of pupil premium as less academically able pupils. 	1, 3, 4, 5
<p>Maths programme subscription £1500 Enhancement of Maths curriculum through purchase of Mathletics, TTRS and Numbots programmes to develop fluency skills at school and through homework.</p>	<ul style="list-style-type: none"> EEF research suggests that disadvantaged pupils receive additional benefits from completing homework if this can be supported by the school. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	5
<p>Phonics Interventions £1600 Implementation of additional targeted phonics interventions led by staff to improve standards in phonics.</p>	<ul style="list-style-type: none"> Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. 	4

	<ul style="list-style-type: none"> Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9701

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education Welfare Officer. £3492 Increase Attendance and Punctuality of children across the school including disadvantaged pupils through embedding the principles of Improving School Attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<ul style="list-style-type: none"> Attendance and punctuality data for Pupil Premium pupils is strong due to current strategies in place and the aim is to maintain this by: <ul style="list-style-type: none"> Communicating clear and consistent expectations about attendance to families Identify pupils who are at risk of disengagement and develop plans to support their regular attendance including meetings, home visits and external agency support. 	6
<p>ELSA. £1000 Provision of an Emotional Literacy Support Assistant (ELSA) as part of the school's wider tiered mental health system to ensure early support.</p> <p>Embedding of in class ELSA strategies so that staff can support children with emotional and behavioural issues..</p>	<ul style="list-style-type: none"> Research shows that the most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils require more specialist support to help manage their self-regulation or social and emotional skills. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 3
<p>School Councillor. £3100 Provision of one to one and parental support from a trained counsellor/social worker is essential in our support and prevention strategy.</p>	<ul style="list-style-type: none"> EEF studies indicate that specialised programmes which are targeted at students with specific behavioural issues have a positive overall effect on improving behaviour of children. Figures from the Department for Education, indicates that pupils who receive Free 	1, 3

	<p>School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Enrichment and Physical Activity £1609</p> <p>Provision of access to extracurricular activities and visits including:</p> <ul style="list-style-type: none"> • Music Tuition provision for DA children. £600 • Access to before and after School Clubs which include physical activity and sport. £500 • Support Residential Visits and other School Visits £509 	<p>The provision of physical activities at a subsidised rate gives pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Off Site and residential visits are essential for children’s wellbeing and experience and provide memorable and inspirational learning opportunities.</p>	1,3
<p>Contingency fund for acute issues. £500</p>	<p>Small amount of funding set aside to respond to needs that have not been identified.</p>	All

Total budgeted cost: £31,435

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Provision Teaching Assistant support for specific children £18,059

- Provision of focused group interventions and teaching to support gaps in learning.
- Provision of 1:1 and small group targeted support within class to support DA children.
- The school’s internal assessments during 2020/21 suggested that the performance of DA pupils was higher than in previous years in the majority of year groups.
 - **Maths** - DA children outperformed others in Maths in upper key stage 2.
 - **Reading** - DA attainment was higher than others in Y2, Y4, Y5 and inline in Y6.
 - **Writing** data indicates Y2 data inline with others and Y4, Y5 was higher.

- Attainment in Y1 and Y3 for DA pupils was lower than all other due to the nature of cohort, SEND and transfer movement of pupils.

CPD for support staff to ensure high quality teaching and learning

- Teaching Assistant Lesson CPD and coaching has been provided throughout the year.
- Intensive interaction training, colourful semantics training and early communication training was provided for staff to support with children who have SEND and communication difficulties.
- **Impact:**
 - Staff voice has indicated that practice and confidence has improved following CPD.
 - Learning walks indicate that teaching assistants are able to fully support and challenge the groups they work with and understand how to scaffold and adapt appropriately according to needs.
 - Evidence from learning walks and book looks indicates that colourful semantics and intensive interaction strategies are now part of policy, procedure and provision across the school where necessary.

Increasing/maintain high attendance and punctuality. (EWO)

- PP attendance for Sept 2019 – July 2020 was 90.36% which is slightly below the national level. (*NB this does not include absence related to COVID*).
- All children who were Disadvantaged or classed as vulnerable were offered school places during school closures and attendance was high at these times.
- The recently appointed EWO has been effective in conducting home visits, meetings and supporting families where necessary.
- **Next steps:** Attendance to be a focus of current PP Strategy in order to maintain high attendance and punctuality.

School Counselling/Emotional Literacy Support Assistant

- Assessment and observations **indicate** that pupil behaviour, wellbeing and mental health were significantly impacted last year due to COVID-19 and other related issues.
- As a result of funding spend, a tiered system is now in place to ensure consistency of support for children who have emotional or mental health needs.
- Observations **show** that support provided has reduced the number of behavioural incidents, reduced the risk of exclusion and improved the wellbeing of those children receiving support.
- Provision has also included work with parents to provide strategies and solutions for supporting children at home which has **led to** improvement in self-regulation and emotional behaviour in school.

Individualised Learning Programs and curriculum enrichment

- Learning Packs to support with resources, teaching and learning were distributed to all PP children during school closures and used when children were back at school.
- **Impact:** Pupil and parent voice **indicated** booklets were used by children and parents to support home learning and re-visit and catch up learning throughout the academic year. The feedback indicated these resources were helpful in supporting remembering key knowledge and skills.

Enrichment - music tuition, school clubs, residentials and visits.

- Music tuition was provided for all eligible children and participation high. 40% of PP children had music tuition last year which included woodwind, brass and strings.

- Participation in before and after school clubs has been high where clubs have been in place.
- There has been limited opportunity for residential visits and other visits due to restrictions in place.
- **Next steps:** This will continue to be part of our current strategy in order to support enrichment.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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