



Pupil Premium Strategy Statement 2022 - 2024

This statement details the school's use of **pupil premium** and recovery **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.

Disadvantaged pupils refer to those pupils who attract government pupil premium funding.

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

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.

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	258 (23-24)
Proportion (%) of pupil premium eligible pupils	2022-23: 49 children (19%) 2023-24: 51 children (20%) 2024-25: 50 children (21%) Updated Oct 24
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2023 – £47,755 Recovery £5655 (Total: 53,410) 2023 – 2024 – Previous Year: £60,315 2024-25: Current year allocation: £64,530
Date this statement was published	1 st November 2024
Date on which it will be reviewed	1 st July 2025
Statement authorised by	Luisa Maylard-Mason
Pupil premium lead	Cara Hautenne
Governor / Trustee lead	Les Sullivan

Funding overview: Year 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£64,530
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
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	-

Part A: Pupil premium strategy plan

School Context:

- Three-year summary figures indicate the school's pupil-based deprivation and school location deprivation is **well above average**.
- Pupils attending Blessed Robert Widmerpool Catholic Voluntary Academy in January 2024 had an average IDACI deprivation score of 0.27 (based on residence).
- This means that 27% of pupils may have been experiencing family income deprivation in comparison with 29% in Nottingham and 16% Nationally.
- 91.9% of pupils at Blessed Robert Widmerpool reside in LSOA (Lower Layer Super Output Area) which are ranked in the **most deprived 30% of LSOA** nationally, compared to 76.8% of Nottingham pupils.

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 disadvantaged (DA) children. The challenges are varied and there is no 'one size fits all' approach that can be adopted. There can also be complex family situations that prevent children from flourishing.

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 should then be used to support decisions around the usefulness of different strategies and their value for money.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are

already high attainers. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The barriers identified to learning for disadvantaged children at Blessed Robert Widmerpool are:

- Underdeveloped speech, language and communication skills.
- Social, emotional and behaviour difficulties.
- Lack of engagement in learning and support from home leading to low educational attainment.
- A significant number of Pupil Premium pupils also identified as SEND. *(40% Oct 2024)*
- Attendance and punctuality.
- A proportion of disadvantaged pupils who are not provided with opportunities for rich and varied experiences as non-PP pupils which impacts on knowledge and vocabulary acquisition.

Blessed Robert Widmerpool's aims for disadvantaged pupils are:

- To ensure disadvantaged children have access to **high quality teaching and learning** opportunities which meet their needs.
- To adopt a whole school approach to **raise expectations and outcomes** for all disadvantaged pupils, so all disadvantaged pupils in school make or exceed nationally expected progress rates.
- To **narrow the attainment gap** between disadvantaged and non-disadvantaged pupils.
- To ensure **appropriate provision** is made for all vulnerable pupils including those who are not eligible for PP funding to support their needs.
- To **provide children access to specialist support** when it is required to their support mental health, wellbeing, speech and language needs, attendance support and intervention to enable them to access learning at an appropriate level.
- To **act early to intervene** at the point the need is identified.

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>Underdeveloped speech, language and communication</p> <ul style="list-style-type: none"> • Assessments, observations and discussions with children indicate underdeveloped speech and language skills and vocabulary gaps among a large proportion of disadvantaged pupils. • Internal assessment indicate low levels of language and communication skills on entry to Foundation Stage 1. • <i>46% of current pupil premium children have received or are currently require specialist speech and language therapy intervention.</i> • <i>Of this 46%, 17/23 (74%) have SEND and require further speech, language and communication support and intervention from staff.</i> • Without these fundamental communication and language skills, children are unlikely to use talk to connect ideas and explain what is happening coherently.

2	Social, emotional and behaviour difficulties <ul style="list-style-type: none"> School observations, discussions and voice have identified a high number of pupils with social, emotional and behavioural issues. Internal data highlights teacher referrals for support with emotional needs has increased. <ul style="list-style-type: none"> 29 children (of whom 17 are DA) require small group or 1:1 intervention to support with social interaction and emotional needs. These challenges particularly affect disadvantaged pupils, their engagement in learning and their attainment.
3	Lack of home support and engagement - low educational attainment (Phonics/Maths) <ul style="list-style-type: none"> Assessments and observations indicate that many DA pupils do not have support readily available for home learning. This results in gaps in knowledge for many of our DA pupils. On entry to reception in the last 2 years, between 75% and 86% of our disadvantaged children arrive below age related expectations. Assessments, observations and discussions with pupils suggests disadvantaged pupils generally have greater difficulties with phonics rather than their peers. Phonics attainment for DA pupils 2023-24 and indicates school data was well below National. This continues to be a focus for the PP strategy.
4	SEND - A significant number of Pupil Premium pupils are also identified as SEND. <ul style="list-style-type: none"> A large proportion of the school's disadvantaged children have retention difficulties which is a barrier to learning. 40% of SEND Support pupils are also DA and 30% of SEND Concern pupils are DA.
5	Attendance and Punctuality. <ul style="list-style-type: none"> Attendance data for DA children has been lower in comparison to non-DA pupils over two years. (Including: 2020-2 and 2022-23). Observations and assessment indicate absenteeism negatively impacts on disadvantaged pupil's progress.
6	Opportunities for enrichment <ul style="list-style-type: none"> A proportion of disadvantaged pupils who are not provided with opportunities for rich and varied experiences as non-PP pupils which impacts on knowledge and vocabulary acquisition.

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
Improved speech and language skills and vocabulary among disadvantaged pupils.	<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</p>

	activities have a positive impact on improving speech and language skills for those taking part.
To ensure all children, including PP are able to access appropriate support to improve wellbeing and reduce barriers to learning.	<p>Staff voice indicates that the mental health policy and support provided has enabled children to overcome their emotional barriers.</p> <p>Internal and external professionals indicate a positive impact of support provided through tiered approach.</p> <p>Reduction in the number of referrals for emotional issues.</p>
To ensure opportunities for enrichment are provided to promote personal and educational development of disadvantaged pupils.	<p>To increase in participation and engagement in enrichment activities, particularly among disadvantaged pupils.</p> <p>To promote a love of learning, encourage home-school links and parental engagement in learning.</p>
Improve reading, writing and phonics attainment among disadvantaged pupils at end of KS1 and KS2	<p>KS2 Reading, Writing and Maths outcomes in 2024/2025 show a higher number of disadvantaged pupils met the expected standard vs 2023-24.</p> <p>Increase in timetable check outcomes vs 2023.</p> <p>Pupils have access to effective interventions to close gaps in understanding and address misconceptions.</p>
To ensure identification and intervention for children with SEND barriers who are classed as PP.	<p>Staff voice indicates training is having a positive impact on identification and support of all children.</p> <p>All pupils receive the support required to make progress.</p> <p>Quality assurance demonstrates staff are able to check for understanding effectively and act upon feedback appropriately.</p>
Maintain good attendance and punctuality of disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Absence rate for all pupils is under 4%. • Pupil Premium attendance figure is at least in line with non-pupil premium attendance figure and the current gap of is reduced. • Percentage of disadvantaged pupils who are persistently absent is lower than 1%

Activity in this academic year 2023/24: £64,957

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: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist. £1080 Provision of specific SALT support for children once per month.	<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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Teaching Assistant £25,000	<ul style="list-style-type: none"> Children who receive regular, small chunks of child focused interventions make more rapid progress. <i>2023-24 Update: Additional allocation: £23,830 for TA to support DA children</i> 	1, 2, 3, 4
CPD. £7000 Teacher and Teaching Assistant provision of high quality CPD to support high quality teaching and learning. Investment in a whole school CPD plan which includes PD, coaching, SLT training, SEND CPD and external provision.	<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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches <i>2023-24 Update: Increased allocation from £5500 in 22/23 to £7000 23/24 due to increased SEND CPD required including emotion coaching and enhanced provision CPD, coaching CPD.</i>	1, 2, 3, 4

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

Budgeted cost: £40,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Staff Support for additional interventions - £11,484</p> <p>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"> • High quality and consistent implementation of the curriculum alongside timely interventions, delivered by well-trained staff, is proven to have the greatest impact on closing the disadvantage attainment gap. • 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. <p><i>2023-24 Update: Increased spend from £8655 22/23 to £12,000 23/24 – due to the need for TA led interventions for end of key stage year groups.</i></p>	<p>3, 4</p>
<p>Professional services Support £3475</p>	<ul style="list-style-type: none"> • Personalised, high quality and timely interventions impact on progress of all pupils including those with SEND/PP. • High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research. • Professional services provision of CPD and intervention strategies for staff to carry out in school to meet needs of children. 	<p>3, 4</p>
<p>Maths programme subscription £1400</p> <p>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> <p><i>2023-24 Update: Maths Subscriptions included:</i></p> <ul style="list-style-type: none"> • <i>Mathletics: £1100</i> • <i>Numbots: £200</i> • <i>TTRS: £200</i> • <i>White Rose Maths Subscription: £200</i> 	<p>3, 4</p>
<p>Phonics and reading interventions and support: £6550</p> <p>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. • 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> <p>2023-24 Update:</p> <ul style="list-style-type: none"> • <i>TA Intervention Support £1700</i> 	<p>1, 3, 4</p>

	<ul style="list-style-type: none"> • Little Wandle £750 • Rising Stars £300 • Books and resources : £3000 <ul style="list-style-type: none"> ○ Library books and resources ○ Phonics Books ○ PP children's interest books 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare and Attendance rewards. £1818 Increase Attendance and Punctuality of children across the school including disadvantaged pupils through embedding the principles of Improving School Attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	<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. 	5
ELSA. £1050 Provision of an Emotional Literacy Support Assistant (ELSA) as part of the school's wider tiered mental health system to ensure early support. Embedding of in class ELSA strategies so that staff can support children with emotional and behavioural issues..	<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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
School Councillor. £3600 Provision of one to one and parental support from a trained counsellor/social worker is	<ul style="list-style-type: none"> • EEF studies indicate that specialised programmes which are targeted at students with specific behavioural 	2

essential in our support and prevention strategy.	<p>issues have a positive overall effect on improving behaviour of children.</p> <ul style="list-style-type: none"> Figures from the Department for Education, indicates that pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Enrichment and Physical Activity £2000</p> <p>Provision of access to extracurricular activities and visits including:</p> <ul style="list-style-type: none"> Music Tuition provision for DA children. Access to before and after School Clubs which include physical activity and sport. Support Residential Visits and other School Visits 	<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>	5, 6
<p>Contingency fund for acute issues.</p> <p>£500</p>	<p>Small amount of funding set aside to respond to needs that have not been identified.</p>	1, 2, 3, 4, 5, 6

Total budgeted cost: £64,530

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 **2023-24** academic year.

2023-2024 Review TEACHING

Speech and Language Therapist

- Speech and Language Therapist support of 24 children in total this academic year (23-24) which is an increase of 8 on the previous year.
- Impact:** strategies provided for teachers, TAs and families to support children in developing communication. Improved data in FS2 in the area of 'Communication and Language'.

CPD for Teaching staff and teaching assistants to ensure high quality teaching and learning

- Coaching CPD for SLT members to ensure they can facilitate high quality coaching for staff.
- Continued professional development sessions for staff.
- CPD provision for staff including use of calm corners, RPI, emotion coaching, enhanced provision training, EPI Pen training and ELSA strategies to ensure they can meet the needs of children with specific learning difficulties.
- Parent coffee morning for emotion coaching strategies and SEND.

WIDER STRATEGIES

Increasing/maintain high attendance and punctuality (EWO)

Attendance Impact on spend:

- PA for the whole school in 2022/23 was 13.6% which is **well below** national by 7.6%.
- PA figure has improved by 0.7% from 2021-22
 - **2022-23 PP Attendance:** 92% Attendance vs non-PP: 94% (2% gap)
 - **2021-22 PP attendance:** 94% vs non-PP 94% (inline)
 - **2020-21 PP attendance:** 95% vs non-PP 97.19% (2% gap)
- EWO has been effective in conducting home visits, meetings and supporting families with early help and other agencies where necessary.
- **Next steps:** Attendance continue to be a focus of PP Strategy going forwards with the aim of maintaining high attendance and punctuality and closing the 2% gap between PP and non-PP.

School Counselling/Emotional Literacy Support Assistant

- Tiered system of support continues to be in place to ensure consistency of support for children who have emotional or mental health needs.
- Parent and teacher voice indicate improvement in emotional and behavioural wellbeing of children who have this support in school.
- The school's therapeutic counsellor has worked with 13 children through referral this academic year as part of whole school policy and tiered approach.
- 10 children have also been supported with social and emotional needs this academic year by ELSA trained member of staff. Staff voice **indicates** it is a supportive measure for children in our graduated response to needs. This reduces number of children required to be seen by a school counsellor.

Individualised Learning Programs and curriculum enrichment.

- Learning Packs provided to all PP pupils. **Impact:** Provision of opportunity to provide extra support for learning at home.
- Books provided to PP pupils which matched interests to engage and promote a love of reading.
- **Impact:** The feedback indicated these resources were helpful in supporting remembering key knowledge, skills and vocabulary.

Enrichment - music tuition, school clubs, residential visits.

- 46% of PP children benefitted from music tuition including: woodwind, brass and strings.
- Participation in before and after school clubs has been high.
- PP children have been supported to attend residential visits to ensure participation and engagement.

TARGETED ACADEMIC SUPPORT

Provision Teaching Assistant support for specific children has had a positive impact on DA pupils across the school. Support provided included:

- 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.

KS1 Data Analysis indicates:

- KS1 DA pupil's attainment is **in line** with national in reading, writing and maths.
- KS1 Reading, 5 DA pupils were **in line** with national other for at least the expected standard (60 v 73) and were **in line** with for the GD standard (40 v 22)
- KS1 Maths, 5 DA pupils were **in line** with national other average for at least the expected standard (60 v 75) and 1.1 pupils above for the GD standard (40 v 19)
- KS1 Writing, 5 DA pupils **in line** with national other for at least the expected standard (60 v 65) and **inline** for the GD standard (20 v 10)

KS2 Analysis

- KS2 analysis shows that DA pupils achieved **in line** with National other in Reading, Writing and Maths.
- KS2 RWM combined pupils were 1.8 above the national average (88 vs 66)
- KS2 Reading DA **in line** with National other for EXS+ (88vs 78)
- KS2 Writing, DA pupils **in line** with Nat other for EXS+ (88 vs 77)
- KS2 Maths, DA pupils were 1.7 pupils **above** the National other for EXS+ (100 v 79)
- KS2 **progress data** demonstrates the 8 DA performed **significantly above** Nat Av
- DA pupils achieved a progress score of +6.22 in Reading, +2.52 in writing and +9.72 in Maths.
- The school's progress score in Maths was in the top 1% of schools.

Phonics Analysis

- In 2024, 20% (1 out of 5) of our disadvantaged pupils passed the Year 1 Phonics Test - this is down 13% from 2023.
- This is 65% (3 pupils) below the National Other and 47% (2 pupils) below the School Other.
- **Next steps:** Continue phonics teaching and intervention strategy in 2024-5 academic year.

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.