



## Pupil Premium Strategy Statement 2025-6

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
<b>School name</b>	Blessed Robert Widmerpool Catholic Voluntary Academy
<b>Number of pupils in school</b>	258 (23-24)
<b>Proportion (%) of pupil premium eligible pupils</b>	2022-23: 49 children (19%) 2023-24: 51 children (20%) 2024-25: 56 children (22%)
<b>Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)</b>	2022 – 2023 – £47,755 Recovery £5655 (Total: 53,410) 2023 – 2024 – PP Allocation: £60,315 2024-25: Previous Year PP Allocation: £64,530 2025-6: Current Year PP Allocation: £77668.81 (Updated Oct 25)
<b>Date this statement was published</b>	November 2025
<b>Date on which it will be reviewed</b>	November 2026
<b>Statement authorised by</b>	Luisa Maylard-Mason
<b>Pupil premium lead</b>	Luisa Maylard-Mason
<b>Governor / Trustee lead</b>	Theresa Shelton-Bourke

## Funding overview: Year 2025-6

Detail	Amount
Pupil premium funding allocation this academic year	£77668.81
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77668.81

### 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. *(32% in 2024/5)*
- 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

**School Development Plan**

- The Pupil Premium (PP) Strategy is aligned with the school’s annual School Development Plan (SDP). It directly supports key priorities within Quality of Education, the Curriculum, Behaviour and Attitudes and Personal Development.
- The alignment of the PP Strategy with the School Development Plan ensures a whole-school approach to improving outcomes for disadvantaged pupils.

**Challenges**

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

Challenge number	Detail of challenge
1	Underdeveloped speech, language and communication

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	<ul style="list-style-type: none"> <li>Assessments, observations and discussions with children indicate underdeveloped speech and language skills and vocabulary gaps among a large proportion of disadvantaged pupils.</li> <li>Internal assessment indicate low levels of language and communication skills on entry to Foundation Stage 1.</li> <li>Without these fundamental communication and language skills, children are unlikely to use talk to connect ideas and explain what is happening coherently.</li> </ul>
<b>2</b>	<p><b>Social, emotional and behaviour difficulties</b></p> <ul style="list-style-type: none"> <li>School observations, discussions and voice have <b>identified</b> a high number of pupils with social, emotional and behavioural issues.</li> <li>Internal data <b>highlights</b> teacher referrals for support with emotional needs has increased.</li> <li>These challenges particularly affect disadvantaged pupils, their engagement in learning and their attainment.</li> </ul>
<b>3</b>	<p><b>Lack of home support and engagement - low educational attainment</b> (Phonics/Maths)</p> <ul style="list-style-type: none"> <li>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.</li> <li>On entry to reception in the last 2 years, between 75% and 86% of our disadvantaged children arrive below age related expectations.</li> <li>Assessments, observations and discussions with pupils suggests disadvantaged pupils generally have greater difficulties with phonics rather than their peers.</li> </ul>
<b>4</b>	<p><b>SEND - A significant number of Pupil Premium pupils are also identified as SEND.</b></p> <ul style="list-style-type: none"> <li>A large proportion of the school's disadvantaged children have retention difficulties which is a barrier to learning.</li> <li>40% of SEND Support pupils are also DA and 30% of SEND Concern pupils are DA.</li> </ul>
<b>5</b>	<p><b>Attendance and Punctuality.</b></p> <ul style="list-style-type: none"> <li>Attendance data for DA children has been lower in comparison to non-DA pupils.</li> <li>Observations and assessment <b>indicate</b> absenteeism negatively impacts on disadvantaged pupil's progress.</li> </ul>
<b>6</b>	<p><b>Opportunities for enrichment</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>

**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.

<b>Intended outcome</b>	<b>Success criteria</b>
Improved speech and language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations <b>indicate</b> 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 <b>increase</b> of those on track to achieve in Communication and Language.</p>

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	<p>Observations, assessments and provision map evaluation <b>indicate</b> that individual speech, language and listening activities have a positive impact on improving speech and language skills for those taking part.</p>
<p>To ensure all children, including PP are able to access appropriate support to improve wellbeing and reduce barriers to learning.</p>	<p>Staff voice <b>indicates</b> that the mental health policy and support provided has <b>enabled</b> children to overcome their emotional barriers.</p> <p>Internal and external professionals indicate a positive impact of support provided through tiered approach.</p> <p>Referral numbers reduce by 10% year in year. Early intervention cases increase accordingly.</p>
<p>To ensure opportunities for enrichment are provided to promote personal and educational development of disadvantaged pupils.</p>	<p>At least 60% of disadvantaged pupils will take part in one or more enrichment activity through the year. (Baseline 48%)</p> <p>Increase participation of music tuition for PP children from 23% to 35%.</p> <p>To promote a love of learning, encourage home-school links and parental engagement in learning.</p>
<p>Improve reading, writing and phonics attainment among disadvantaged pupils at end of KS1 and KS2</p>	<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 2024.</p> <p>Pupils have access to effective interventions to close gaps in understanding and address misconceptions.</p>
<p>To ensure identification and intervention for children with SEND barriers who are classed as PP.</p>	<p>Staff voice indicates training is having a positive impact on early identification and supported with timely assessment and use of graduated response of all children.</p> <p>All PP pupils identified with SEND barriers receive targeted intervention to match needs.</p> <p>Improved provision: Class teachers demonstrate increased confidence and skill in adapting teaching, evidenced through lesson visits, book looks and pupil progress reviews.</p> <p>A high proportion of Pupil Premium pupils with SEND meet or make good progress towards their personalised support plan targets.</p> <p>Staff training leads to improved classroom practice, evidenced by improved pupil engagement, reduced</p>

	<p>behavioural incidents, and stronger learning outcomes for PP pupils with SEND.</p> <p>All Pupil Premium pupils requiring external agency input are referred promptly, with follow-up actions implemented in school.</p>
Maintain good attendance and punctuality of disadvantaged pupils.	<p>Overall pupil absence rate is below 4%.</p> <p>Attendance for Pupil Premium pupils is at least in line with, or improving towards, the attendance of non-Pupil Premium pupils, with the current gap reduced year on year.</p> <p>The proportion of pupil premium pupils who are persistently absent is reduced to below 10%, with a long-term ambition to reduce persistent absence figure for PP children.</p>

### Activity in this academic year 2025/6

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:** £47,340.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech and Language Therapist</b></p> <p>Provision of specific SALT support for children once per month.</p>	<ul style="list-style-type: none"> <li>Evidence suggests that oral language approaches have a high impact on pupil's vocabulary, reading and oral skills. (6 months additional progress).</li> <li>Focus on speaking and listening activities to meet particular needs.</li> <li>Evidence also suggests that approaches that are delivered 1:1 have a high impact.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
<p><b>Staffing Salary</b></p>	<ul style="list-style-type: none"> <li>Children who receive regular, small chunks of child focused interventions make more rapid progress.</li> <li>This investment ensures adequate staffing capacity to run small-group interventions aligned with the EEF's strong evidence base for targeted academic support.</li> </ul>	1, 2, 3, 4

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	<ul style="list-style-type: none"> <li><i>2025-6 update: additional allocation to support provision of teaching assistant staff to provide support and interventions.</i></li> </ul>	
<p><b>CPD</b> Teacher and Teaching Assistant provision of high quality CPD to support high quality teaching and learning.</p> <p>Investment in a whole school CPD plan which includes PD, coaching, SLT training, SEND CPD and external provision.</p>	<ul style="list-style-type: none"> <li>High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research.</li> <li>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.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <ul style="list-style-type: none"> <li><i>2025-6 Update: Increased allocation in 23/4 due to increased number of pupils with SEND and CPD requirements. Maintain this spend 25/6 academic year.</i></li> </ul>	1, 2, 3, 4

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

**Budgeted cost:** £21,795.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff Support for additional interventions</b> 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"> <li>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.</li> <li>Research indicates that teacher led intervention has greatest impact on progress.</li> <li>Children who receive regular, small chunks of child focused interventions make more rapid progress.</li> </ul> <p>2023-24 Update: <i>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><i>25/26 Update: Phonics interventions allocated spend this year.</i></p>	3, 4
<p><b>Professional services Support</b></p>	<ul style="list-style-type: none"> <li>Personalised, high quality and timely interventions impact on progress of all pupils including those with SEND/PP.</li> <li>High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research.</li> </ul>	3, 4

	<ul style="list-style-type: none"> <li>Professional services provision of CPD and intervention strategies for staff to carry out in school to meet needs of children.</li> </ul> <p><i>2025-6 update: Buy in to external LA services to support increased number of children with SEND.</i></p>	
<p><b>Maths programme subscription</b></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"> <li>EEF research suggests that disadvantaged pupils receive additional benefits from completing homework if this can be supported by the school.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><i>2025-6 Update: Maths Subscriptions included:</i></p> <ul style="list-style-type: none"> <li><i>Mathletics</i></li> <li><i>Numbots</i></li> <li><i>TTRS</i></li> <li><i>White Rose Maths Subscription</i></li> <li><i>Magical Maths Club</i></li> </ul>	3, 4
<p><b>Phonics and reading support</b></p> <p>Implementation of <b>additional</b> targeted phonics interventions led by staff to improve standards in phonics.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</li> <li>Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><i>Subscription to Little Wandle phonics programme and Rising Stars reading programme.</i></p> <p><i>Books and resources spend for phonics specific library books.</i></p>	1, 3, 4

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

**Budgeted cost:** £9452.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Attendance rewards</b>                  Increase Attendance and Punctuality of children across the school including disadvantaged pupils through embedding the principles of Improving School Attendance.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<ul style="list-style-type: none"> <li>● 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"> <li>○ Communicating clear and consistent expectations about attendance to families</li> <li>○ Identify pupils who are at risk of disengagement and develop plans to support their regular attendance including meetings, home visits and external agency support.</li> </ul> </li> </ul>	<p>5</p>
<p><b>ELSA Provision</b>                  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.</p>	<ul style="list-style-type: none"> <li>● Research shows that the most common reason for exclusion is persistent disruptive behaviour.</li> <li>● Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches.</li> <li>● Some pupils require more specialist support to help manage their self-regulation or social and emotional skills.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>2</p>
<p><b>School Councillor</b>                  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"> <li>● 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.</li> <li>● 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.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>2</p>
<p><b>Enrichment and Physical Activity</b>                  Provision of access to extracurricular activities and visits including:</p> <ul style="list-style-type: none"> <li>● Access to before and after School Clubs which include physical activity and sport.</li> </ul>	<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>5, 6</p>

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<ul style="list-style-type: none"> <li>• Support Residential Visits and other School Visits</li> <li>• Opal Play Resource and provision</li> <li>• Music Tuition provision for DA children.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Off Site and residential visits are essential for children’s wellbeing and experience and provide memorable and inspirational learning opportunities.</p>	
<p><b>Contingency fund for acute issues.</b></p>	<p>Small amount of funding set aside to respond to needs that have not been identified.</p>	<p>1, 2, 3, 4, 5, 6</p>

**Total budgeted cost: £77668.81**

**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 **2024-5** academic year.

**2025-6 Review**

**TEACHING**

**Speech, Language and Communication Development**

Aim: To improve speech, language and vocabulary skills among disadvantaged pupils and reduce barriers to learning.

Outcomes:

- The Speech and Language Therapist supported 24 pupils during the 2024–25 academic year, representing an increase of 8 pupils compared with the previous year.
- Targeted intervention and assessment enabled early identification of communication needs across year groups.
- Foundation Stage 2 (FS2) data shows improved attainment in ‘Communication and Language’, reflecting the positive impact of staff strategies and specialist input.

**Impact of Pupil Premium Spend:**

Funding ensured access to specialist support for pupils and strengthened the expertise of staff and families through:

- Bespoke strategies shared with teachers and teaching assistants to reinforce communication development within the classroom.
- Guidance and resources for families to continue language support at home.  
This whole-school approach contributed to improved early language outcomes and greater readiness for learning.

### **Staff CPD to Secure High-Quality Teaching and Learning**

**Aim:** To ensure staff are equipped to identify and address SEND-related barriers for pupils eligible for Pupil Premium.

**Outcomes:**

- Senior Leaders provided mentoring and coaching support for staff, strengthening their ability to deliver high-quality instructional coaching across the school.
- Staff accessed a broad programme of professional development sessions focused on adaptive teaching and inclusive practice.
- CPD enabled staff to better identify, assess, and meet the needs of SEND learners, including those who are disadvantaged.

Training included:

- Routes to Inclusion
- Adaptive teaching strategies
- Emotional coaching
- ASD (autism spectrum disorder) training
- Intensive Interaction
- ELSA strategies

### **Impact of Pupil Premium Spend:**

Investment in CPD has strengthened classroom practice, ensured earlier identification of need, and improved personalisation of learning for disadvantaged pupils with SEND. This has contributed to more effective intervention, greater staff confidence, and improved learning outcomes for targeted pupils.

## **WIDER STRATEGIES**

### **Attendance and Punctuality**

**Aim:** To maintain high levels of attendance and punctuality for disadvantaged pupils, ensuring that Pupil Premium learners attend school regularly and benefit fully from the curriculum.

**Outcomes:**

- Overall whole-school attendance for 2024–25 was 95%, remaining broadly consistent with the previous academic year (95.3%).
- Attendance for Pupil Premium pupils improved to 94%, rising from 92% in 2023–24 indicating a positive 2% increase.
- This improvement has contributed to a significant narrowing of the attendance gap between disadvantaged pupils and their peers, reducing from 4.2% in 2023–24 to 1% in 2024–25.
- Persistent absence remains a challenge nationally and within our school context.
- Whole-school persistent absence for 2024–25 was 19%, while the rate for Pupil Premium pupils was slightly lower at 17%. This reflects ongoing targeted support and improved engagement among disadvantaged pupils.

### **Impact of Pupil Premium Spend:**

Targeted use of Pupil Premium funding supported close collaboration with the Education Welfare Officer (EWO) to monitor attendance and punctuality. Investment enabled:

- Increased home visits and structured meetings with families.
- Provision of early help support and referrals to external agencies where needed.
- Improved engagement with families, contributing to the maintenance of strong attendance figures across disadvantaged cohorts.

**Next Steps:**

- Attendance will remain a key focus within the Pupil Premium Strategy to sustain high levels and further reduce persistent absence.
- Continue strategies to support lowering the gap of absence rate to below 4%.

### **Wellbeing and Emotional Support**

**Aim:** To ensure all pupils, including those eligible for Pupil Premium, can access appropriate emotional and wellbeing support to reduce barriers to learning.

#### **Outcomes:**

- The school's therapeutic counsellor provided targeted support for 6 pupils through the formal referral process. Some children have been on for the whole academic year due to needs.
- An ELSA-trained member of staff delivered support to a further 12 pupils, (increase of 2) helping to address needs early and reducing the number of children requiring counselling.
- A structured, tiered system of pastoral provision is embedded to support pupils with emotional and mental health needs.
- Parent and teacher feedback indicates improvements in pupils' emotional regulation and behavioural wellbeing following interventions.

#### **Impact of Pupil Premium Spend:**

Funding has ensured sustained capacity within the pastoral team, enabling timely intervention and a graduated approach to support. Staff voice indicates strong confidence in the system and positive impact on individual pupils' readiness to learn.

#### **Enrichment Opportunities.** Music Tuition, Clubs, Residential and Visits

**Aim:** To enhance personal development and educational experiences for disadvantaged pupils through access to enrichment.

#### **Outcomes:**

- 48% of Pupil Premium pupils accessed and were supported to attend enrichment clubs.
- 14 PP pupils were financially supported to attend residential visits, ensuring full participation.
- 23% of Pupil Premium pupils received funded music tuition across woodwind, brass, and string instruments.

#### **Impact of Pupil Premium Spend:**

Funding removed financial barriers to participation and ensured equitable access to wider opportunities. Engagement in enrichment activities supported improved confidence, aspirations, and cultural capital among disadvantaged pupils.

### **TARGETED ACADEMIC SUPPORT**

**Aim:** Improve reading, writing and phonics attainment among disadvantaged pupils at end of KS1 and KS2

#### **Summary of Impact**

Targeted Teaching Assistant support and structured intervention programmes have had a positive impact on disadvantaged (DA) pupils across the school. Provision has included focused group teaching to address gaps in learning, 1:1 and small-group support within lessons, and revision clubs for KS2 pupils in Reading, Writing, Maths and GPS.

#### **Impact on Outcomes:**

- **EYFS 2025:**
  - 6 PP children.
  - 83% achieved a Good Level of Development (+21% vs 2024).
  - This is 32% above National Average by (51.4%)
  - The attainment gap between PP and non-PP pupils narrowed significantly (-3.6% in 2025 vs -23.2% in 2024).
- **Phonics 2025:** 67% (6/9) achieved the expected standard (+47% vs 2024).

- KS2 2025 (5 PP pupils):
  - Reading: 80% achieved expected, 16% above national.
  - Writing: 20% achieved expected, down 13% vs 2024 but 16% above national.
  - GPS: 100% achieved expected, unchanged from 2024 and 40% above national.
  - Maths: 40% achieved expected (down 27% vs 2024); 20% achieved greater depth.
  - RWM Combined: Down 27% vs 2024.

Phonics interventions have been particularly effective, contributing to a significant rise in attainment for all pupils, including those eligible for the Pupil Premium. The 2024/25 phonics screening outcomes show a 47% increase in pupils achieving the expected standard compared with 2024.

Overall, targeted academic support has contributed to notable gains in EYFS and phonics, with strong attainment in KS2 Reading and GPS. Areas for continued focus include improving Writing and Maths outcomes to secure greater consistency across subjects.

### Impact Summary

Area	Summary Impact	Next Steps
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Investment in CPD has strengthened classroom practice.</li> <li>• Contributed to more effective intervention, greater staff confidence, and improved learning outcomes for targeted pupils.</li> <li>• Funding ensured access to specialist support for pupils and strengthened the expertise of staff and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure strategies and funding continues to support progress of children classed as PP and SEND.</li> <li>• A high proportion of Pupil Premium pupils with SEND meet or make good progress towards their personalised support plan targets.</li> </ul>
<b>Wider</b>	<ul style="list-style-type: none"> <li>• Funding ensured equitable access to wider opportunities.</li> <li>• Engagement in enrichment activities including clubs and music provision supported improved cultural capital among disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase participation of PP children in enrichment clubs to 60%</li> <li>• Increase participation of music tuition for PP children from 23% to 35%.</li> <li>• To promote a love of learning, encourage home-school links and parental engagement in learning.</li> </ul>
<b>Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>• Targeted Teaching Assistant and teacher support and structured intervention programmes have had a positive impact on disadvantaged (DA) pupils across the school.</li> <li>• Provision has included focused group teaching to address gaps in learning, 1:1 and small-group support within lessons, and revision clubs for KS2 pupils in Reading, Writing, Maths and GPS.</li> </ul>	<ul style="list-style-type: none"> <li>• Areas for continued focus include improving Writing and Maths outcomes to secure greater consistency across subjects.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Outcome gains in EYFS and phonics.</li> <li>• Strong attainment in KS2 Reading and GPS.</li> </ul>	
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**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.*