

Pupil premium strategy statement St Robert Bellarmine

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Robert Bellarmine Catholic Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	18% (37 Children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Mrs M Dowell
Pupil premium lead	Mrs M Dowell
Governor / Trustee lead	Mrs A Pennington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,740
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,353
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	£77,093

Part A: Pupil premium strategy plan

Statement of intent

At St Robert Bellarmine, we have carefully constructed our curriculum by putting children at the centre of everything we do. We are passionate that every child should be guided to fulfil their potential and that they become an all-round exceptional citizen with the skills, knowledge and experiences needed to succeed in life. We have designed our curriculum to ensure it is fully inclusive of every child and that it addresses each aspect of how a child develops, progresses and grows both academically and emotionally. We want our curriculum to help to support and address the potential barriers that every child, regardless of their circumstances, in our school may encounter. We strive to ensure that every child thrives in a supportive and purposeful environment, which raises their aspirations for their current and future lives.

We aim to sharply focus this year's plan on embedding strategies to eliminate the disadvantage gap. We shall do this by carefully identifying challenges through an evidence-based gap analysis and close monitoring of individual progress. Our focus will be on further developing staff expertise in the key areas of language development and reading. We shall deploy trained staff for targeted interventions whilst also continuing to develop the enriching experiences. Our aim is to build capital of culture and also improve the physical and mental wellbeing of our pupils.

The key principles underpinning our approach will be:

- Ensuring our actions are sustainable
- That the plan links to all other aspects of strategic planning
- Our actions are evidence based
- Our actions are measurable with clear success criteria
- That all members of our community are aware of the desired outcomes of our plan and how we shall achieve them
- That our plan will be responsive and flexible to meet any changing local and national needs

Challenges

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

Challenge number	Detail of challenge
1	Ineffective learning to learn skills and increased impulsivity, reducing their ability to fully access all Curriculum areas- this is evidenced by analysis of pupils' learning skills on entry – we aim to establish effective self – regulation and build metacognitive strategies
2	Reduced self-regard as a learner, leading to lack of systematic thinking and decreased approaches to learning. This is evidenced by analysis on entry and review of pupil dispositions following the return from national lockdown.
3	Limited vocabulary and exposure to classic/high quality texts - this is evidenced by Wellcomm screening and NFER Reading assessments
4	Reduced Cultural Capital – limited general knowledge and lack of first-hand experiences to raise their aspirations - identified by discussions with staff and pupils
5	Gaps in learning across the Curriculum following the pandemic enforced 'closure' of the school – these have been identified by analysis of NFER teacher administered standardised assessments

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Equip learners with effective learning to learn skills so they can access the Curriculum fully to ensure disadvantaged pupils make expected or better progress in all areas of the curriculum. Focus will be on self-regulation - metacognition – feedback and questioning - learning dispositions <i>To be measured by termly teacher administered standardised assessments, teacher information, analysis of interventions, PASS and NFER analysis.</i>	PP children with limited learning to learn skills will be identified early and receive correct level of support to encourage their ability to fully access the Curriculum to ensure that disadvantaged pupils will be in line with National Expectations for RWM at the end of KS2
Improved self-esteem and regard towards school, measured using PASS at the beginning and end of the academic year <i>To be measured by PASS survey reports generated at the start and end of the year</i>	Improved scores in all PASS learning disposition categories between the start and the end of the year
Ensure all disadvantaged learners are accessing high quality texts in school and at home and all staff trained in teaching/interventions strategies aimed at promoting rich communication and language development (Reading graduate programme, RWInc Phonics, WellComm, Talk Boost, Better Reading, Guided Reading) <i>To be measured by reading termly assessments, Wellcomm screening , teacher information and pupil voice/questionnaires</i>	Improved reading scores for lowest 20% of children Improved love of reading and ability to talk richly about their reading Pupils achieving age appropriate language development.
Children have high expectations of themselves and realise that they can be aspirational about their futures <i>To be measured by PASS survey reports, teacher information and pupil voice feedback</i>	Ensure disadvantaged pupils receive enrichment opportunities to develop Cultural Capital and ensure our learners are equipped with the social, emotional and academic tools to thrive in their current and future lives

Assess gaps in learning to effectively and efficiently meet the children's individual learning needs to recover from the lost learning time, following the pandemic enforced 'closure' of the school <i>To be measured by termly standardised assessments, teacher information, analysis of interventions, use of school Vulnerable tracking system and NFER analysis.</i>	Ensure each subject has prior learning tasks/quizzes to assess gaps and uses retrieval strategies to build connections for learners to aid long term memory development All teaching staff skilled in giving effective and regular feedback to assess and target gaps in learning Delivery of targeted interventions based on identification of knowledge and skills gaps Disadvantaged pupils in line with National Expectations for RWM at the end of KS2
--	---

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop more effective reading comprehension skills and strategies for all pupils</i> <i>Training for all teaching staff for guided reading through consultant</i>	Research from EEF evidences that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.	3,4,5
<i>Develop reading graduate programme to promote love of reading</i> <i>All pupils encouraged to read 25+ quality texts a year. All classes have received set of 100 new texts to support</i>	Training from Mary Myatt on advantages of reading wide variety of texts modern and classic. May Myatt comments that: <i>Stories have the power to open up the imagination, to supply tier two and tier three vocabulary and to provide a context for the big ideas and concepts. Stories also contain sophisticated language of greater lexical depth and complexity than we would encounter in everyday classroom talk. And it is as a result of this insight that Doug Lemov makes the case that reading aloud is critical for developing vocabulary for all pupils.</i> <i>The importance of stories is backed up by findings from cognitive science. If we agree with Daniel Willingham's argument that our 'brains privilege story'</i>	3,4

	<i>then it follows that learning is likely to be deeper if we incorporate stories, conflicts and dilemmas into our schemes.</i> <i>Additionally, the Education inspection framework (EIF) has an increased focus on reading, with the view that a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. And in the handbook 'reading is prioritised to allow pupils to access the full curriculum offer.' This makes it a great opportunity to consider some of the most efficient ways of tapping into the power of stories in order to develop reading.</i>	
<i>Provide more targeted and effective feedback to address gaps in learning</i>	Research from EEF evidences that feedback strategies are high impact on average (+5 months). Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). It is important to give feedback when things are correct – not just when they are incorrect. Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science Low attaining pupils tend to benefit more from explicit feedback than high attainers. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1,2,5
<i>Development of knowledge rich curriculum, based in best practice and cognitive science</i> <i>All teachers receive same Inset training and quality assure approach and practice</i>	Training from Chris Quigley, Mary Myatt and Alex Bedford course: <i>A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower-attaining or disadvantaged pupils to clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.</i> Training from Chris Quigley Curriculum course: <i>Basic principles of Chris Quigley's curriculum design are guided by cognitive science with the ethos that learning as a change into long term memory. Children need spaced repetition over time. Close the gap for disadvantages learners through developing cultural capital by providing children with access to powerful knowledge by experts (teachers).</i>	1,4,5

<i>All pupils make significant progress in English and Maths and have full access to the enriched curriculum</i>	Alex Bedford Book Study course Training from Maths (Sarah Martin) and English (Maddy Barnes) consultants	1,2,3,5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop and monitor use of interventions</i>	A number of children eligible for PP also have SEND As a school we ensure there is targeted plan for every learner who requires an intervention. These grids evidence a defined initial assessment to clearly identify each learner's need, a short commentary of when and how each session has gone and a clear review point to ensure the impact of each intervention is regularly monitored and evaluated EEF research highlights evidence, which indicates that small group, and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. The strategic deployment of Teaching Assistants (TAs) is also important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-based, targeted interventions that are closely monitored.	1,2,5
<i>All pupils to have additional reading opportunities to develop</i>	Research from EEF evidences that oral language interventions are high impact on average (+6 months for primary age and +7 months during early years)	3.5

<i>critical reading and language skills through individualised, motivating intervention plans (RWInc Phonics, WellComm, Talk Boost, Better Reading, Guided Reading)</i>	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	
<i>Improve strategies in helping children learn how to learn through accessing metacognition/emotional literacy programmes</i>	Staff have been trained in Feuerstein's IE programme and have received regular refresher courses in this metacognitive strategy. The potential impact of metacognition and self-regulation approaches is high (+8 months additional progress for primary children over the course of a year) The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. There is some evidence to suggest that disadvantaged pupils are less likely to use meta-	1,2

	cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
--	---	--

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure all PP children can access our sport and healthy living activities to the same extent as non-PP</i>	EEF Physical activity toolkit: Physical activity has important benefits in terms of health, wellbeing and physical development. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance and retention. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	2,4
<i>Ensure all PP pupils have a wide range of educational and enriching experiences as non-PP to enhance their cultural capital</i>	The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.	2,4

	Bourdieu defined cultural capital as the various assets that people have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others. Since the introduction of the 2014 National Curriculum which defined cultural capital as 'the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said', usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting points, backgrounds or individual needs, will contribute to the creation of successful, well-rounded and informed citizens.	
<i>Improve attendance for pupils eligible for PP</i>	<u>Education data lab research (October 2020):</u> Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the <u>National Strategies</u> (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	5
<i>Develop children's strategies to deal with</i>	<u>EEF Social and emotional learning toolkit:</u> Social and emotional learning (SEL) interventions seek to improve pupils' decision-	1,2

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 to 2024 academic year.

In support of the following review we can point to the following areas of evidence:

- Wellcomm language screening
- NFER Termly assessments – use of confidence bands to illustrate progress and attainment
- PASS information
- End of Key Stage Assessments 2024

Where possible we continue to use NFER standardised assessments to plot pupil progress and attainment over the past school year, these assessments have also been used to analyse gaps in pupils' knowledge and skills in order to adjust curriculum planning and plan effective targeted interventions.

A detailed analysis of Wellcomm, NFER and PASS is available and evidence progress made by pupils in each of these key areas.

We continue to monitor language development of language through Wellcomm as we are aware of the Matthew Principle

Our assessment of the impact of the Pupil Premium strategic plan is outlined below:

Intended Outcome

Equip learners with effective learning to learn skills so they can access the Curriculum fully to ensure disadvantaged pupils make expected or better progress in all areas of the curriculum.

A strong focus was placed on the implementation of effective measures to identify gaps in terms of metacognition and self-regulation – through Wellcomm, NFER and PASS. A detailed programme of staff training was developed to further develop knowledge in regard to how pupils learn.

There is a clear understanding of the need to narrow the vocabulary gap and ensure

that eligible pupils develop their language skills in order to fully access the curriculum in line with their peers.

As noted above evidence of the impact is available on request though analysis of standardized assessment data.

Improved self-esteem and regard towards school, measured using PASS at the beginning and end of the academic year

National research has clearly identified the continuing negative impact of the Covid lockdown on the motivation and learning confidence of disadvantaged pupils in particular.

In order to target resources effectively the school has made use of PASS analysis to identify specific areas and then make use of clear strategies, and where required, interventions in order to rebuild confidence and grow self-belief and motivation. This is in line with our whole school focus on developing metacognition and learn to learn approaches.

Evidence of the growth of confidence and motivation is available through teacher reviews and PASS information

Ensure all disadvantaged learners are accessing high quality texts in school and at home and all staff trained in teaching/interventions strategies aimed at promoting rich communication and language development (Reading graduate programme, RWInc Phonics, WellComm, Talk Boost, Better Reading, Guided Reading)

As noted above there has been a strong focus on evidence based approaches in order to target time and resources to meet identified needs in order to build vocabulary and literacy skills. Our aim is to year on year narrow and ultimately remove the vocabulary gap by ensuring identified pupils have access to high quality texts, which may not always be available to them at home.

Evidence of impact is seen in Wellcomm and NFER data.

Children have high expectations of themselves and realise that they can be aspirational about their futures

As with above strategies this desired outcome has been based on ensuring that high expectations are sustained through quality first teaching, identifying learning gaps, building self-regulation and motivation and using standardized assessments continue raise expectations for pupils.

Evidence of impact is shown through NFER assessments, learning walks and external reviews

Assess gaps in learning to effectively and efficiently meet the children's individual learning needs to recover from the lost learning time, following the pandemic enforced 'closure' of the school

As noted above NFER assessments have been used to identify learning gaps and ensure that curriculum and teaching are adjusted to enable all pupils to make progress - this will be sustained into the 2024-25 Pupil Premium Strategy

Evidence is available through NFER assessments

We have continued to monitor all key actions to ensure best value and respond with flexibility in order to meet changing needs.

Our well planned curriculum and focus on reading has seen improvements in terms of reading scores and improved comprehension skills.

Pupils have enjoyed the many enrichment opportunities to build capital of culture and the focus on participation in sporting opportunities has been noted.

We continue to improve attendance through individual rewards, class rewards and family and pupil support, ensuring the best possible curriculum and a relentless focus on pupil wellbeing in order to fulfil our school mission.

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
Well Young Minds- individual support	Julie Rimmer Consultant

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?	As above
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

As noted above. The school continues to ensure the impact of the Covid lockdown is reduced and ultimately removed over time and that this is being achieved through a combination of:

- The use of standardized assessment information to identify learning gaps
- The use of pupil self-review to continue to build learning skills and confidence
- A comprehensive programme of staff training to continue to build a whole school culture of metacognition
- In line with EEF research a focus on High Quality Teaching, targeted interventions and a focus on wellbeing of all members of our school community.

