

Pupil Premium Strategy Statement

St Robert Bellarmine Catholic Primary School

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	238
Proportion (%) of pupil premium eligible pupils	14% (34 Children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
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	£61,901
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,029
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	£86,940

Part A: Pupil premium strategy plan

Statement of intent

At St Robert Bellarmine Catholic Primary School, our curriculum has been carefully designed to place children at the heart of everything we do. We believe that every child is entitled to the highest quality education, and we are committed to guiding each individual to fulfil their unique potential. Our vision is to nurture not only academic success but also to develop well-rounded, compassionate citizens equipped with the skills, knowledge, and experiences they need to thrive in the wider world.

Our curriculum is inclusive and ambitious for all pupils. It addresses the full scope of a child's development – academic, social, emotional, and physical – ensuring that no barrier prevents them from flourishing. We recognise that some children face additional challenges, and we are determined to remove these obstacles through a purposeful and supportive environment that fosters resilience, aspiration, and confidence.

This year, we will sharpen our focus on closing the disadvantage gap. This will be achieved by:

- Using robust evidence-based analysis to identify barriers to learning.
- Monitoring pupil progress closely to ensure timely and targeted support.
- Strengthening staff expertise in language development and reading, recognised as vital foundations for lifelong learning.
- Providing trained staff to deliver high-quality interventions.
- Expanding opportunities for enrichment to build pupils' cultural capital.
- Prioritising the physical and mental wellbeing of all pupils, recognising its importance in enabling academic and personal growth.

Our approach is guided by six key principles:

1. **Sustainability** – ensuring actions have long-term impact and lasting benefits.
2. **Strategic alignment** – embedding our pupil premium plan within the wider school development priorities.
3. **Evidence-informed practice** – drawing on national and international research to ensure interventions are effective.
4. **Measurable outcomes** – setting clear success criteria and regularly reviewing progress.
5. **Community engagement** – making sure all stakeholders understand the aims of the plan and play a role in achieving them.
6. **Responsiveness and flexibility** – adapting to emerging local and national needs to ensure provision remains relevant and effective.

Through this comprehensive strategy, we are committed to raising aspirations, removing barriers, and ensuring that every child at St Robert Bellarmine not only achieves academically but also develops the confidence, curiosity, and character to succeed in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Learning behaviours and self-regulation Some pupils enter school with underdeveloped “learning to learn” skills, including difficulties with self-regulation and increased impulsivity. This limits their ability to engage fully with the curriculum. Our priority is to embed metacognitive strategies and self-regulation approaches to enable pupils to manage their learning more effectively and make sustained progress across subjects.
2	Self-esteem and learner identity A number of disadvantaged pupils demonstrate reduced self-regard as learners, which manifests in limited systematic thinking, lower levels of motivation, and less resilient approaches to challenges. This has been particularly evident following the disruption caused by national lockdowns. Building positive learning dispositions and restoring confidence as learners is a key focus.
3	Language and vocabulary development Many disadvantaged pupils have a restricted vocabulary and reduced exposure to high-quality, challenging texts. This impacts their ability to access the full curriculum and develop strong reading comprehension skills. Screening tools such as Wellcomm and assessments such as NFER confirm significant gaps in oral language and literacy development.
4	Cultural capital and enrichment experiences Pupils from disadvantaged backgrounds often have fewer opportunities to develop cultural capital through enriching experiences, visits, or wider exposure to general knowledge. This lack of cultural breadth can limit aspirations and confidence in engaging with a broad range of academic and social contexts.
5	Gaps in prior learning Standardised assessments (such as NFER) highlight that disadvantaged pupils frequently have gaps in their knowledge and skills across the curriculum. These gaps can hinder progression if not swiftly identified and addressed through targeted intervention and adaptive teaching.

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
1. Developing effective learning behaviours Equip learners with strong “learning to learn” skills, including self-regulation, metacognition, effective use of feedback, questioning techniques, and positive learning dispositions. This will enable disadvantaged pupils to fully access the curriculum and make at least expected progress across all areas.	- Pupils with underdeveloped learning skills are identified promptly and receive targeted support - Disadvantaged pupils meet or exceed national expectations in Reading, Writing and Maths (RWM) at the end of KS2. - Termly assessments, intervention analysis, PASS surveys, and NFER outcomes show sustained improvement in self-regulation and independent learning skills.
2. Improving self-esteem and learner identity Strengthen pupils’ confidence, resilience, and positive attitudes to school by developing their self-esteem and learner identity.	- PASS surveys at the beginning and end of the year show measurable improvements across all learning disposition categories. - Pupil voice and teacher feedback indicate higher levels of engagement, perseverance, and motivation.
3. Strengthening reading and language development Ensure disadvantaged pupils access high-quality texts both in school and at home, while staff are fully trained in evidence-based approaches to teaching language and literacy (e.g., Reading Graduate Programme, RWInc Phonics, WellComm, Talk Boost, Better Reading, Guided Reading, Oracy strategies).	- Reading assessments and Wellcomm screenings show significant progress, particularly among the lowest 20% of readers. - Pupils demonstrate an increased love of reading and can speak confidently and in depth about texts they have read. - Children achieve age-appropriate levels in language development, supporting their ability to access the wider curriculum.
4. Raising aspirations and broadening cultural capital Provide disadvantaged pupils with enrichment opportunities that enhance their cultural capital, raise aspirations, and equip them with the social, emotional, and academic skills to thrive in school and beyond.	- All disadvantaged pupils take part in a range of enrichment activities, visits, and wider experiences. - PASS surveys, pupil feedback, and teacher observations show raised aspirations and improved confidence. - Pupils demonstrate improved readiness for the next stage of their education, with higher expectations of themselves and their futures.

5. Identifying and addressing gaps in learning Ensure gaps in knowledge and skills are identified quickly and addressed effectively so that disadvantaged pupils' individual learning needs are met, enabling them to make sustained progress across the curriculum.	- Termly standardised assessments (NFER and teacher-administered) clearly show progress and reduction of identified gaps. - Teacher observations, intervention records, and pupil tracking demonstrate targeted support is having measurable impact. - Vulnerable pupil tracking system confirms accelerated progress for disadvantaged pupils. - All teaching staff embed retrieval and feedback strategies that address misconceptions
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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: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop more effective reading comprehension skills and strategies for all pupils Training for all teaching staff for guided reading through consultant	Research from the Education Endowment Foundation (EEF) evidences that reading comprehension strategies are consistently high impact, with an average gain of +6 months' progress. Alongside phonics, they are a crucial component of early reading instruction. Effective practice requires selecting appropriately challenging texts, providing a clear context in which pupils can apply comprehension skills, and giving opportunities to engage deeply with the material. Studies in England show that pupils eligible for free school meals often make greater gains when explicitly taught comprehension strategies, as they are less likely to acquire them independently through reading at home. Many disadvantaged children may also have fewer books at home and limited exposure to complex vocabulary, leaving them at risk of falling behind. To address this, all teaching staff will receive consultant-led training in guided reading, ensuring consistent, high-quality delivery across the school. Training will focus on explicit strategies such as predicting, summarising, questioning, clarifying and making inferences, enabling pupils to decode meaning and engage critically with challenging texts. This structured approach removes reliance on trial-and-error learning and instead equips disadvantaged pupils with the tools, confidence and practice needed to become fluent, skilled readers capable of accessing the full curriculum.	3,4,5
Develop reading graduate programme to promote love of reading All pupils encouraged to read 25+ quality texts a year. All classes have received set of 150 new texts to support	Training from Mary Myatt highlights the importance of exposing pupils to a wide variety of texts, both modern and classic. She emphasises that stories have the power to open the imagination, extend pupils' vocabulary (particularly tier two and tier three language), and provide a context for engaging with big ideas and abstract concepts. Stories also contain sophisticated language structures that are often absent from everyday classroom talk. Doug Lemov similarly argues that reading aloud is a critical practice for developing pupils' vocabulary and comprehension, particularly for disadvantaged learners who may not have access to this at home. These perspectives are reinforced by research in cognitive science. Daniel Willingham argues that "our brains privilege story," meaning that information is more easily processed, remembered, and connected when presented in narrative form. This supports the case for embedding stories, conflicts, and dilemmas into the curriculum as a way to deepen understanding and promote long-term retention.	3,4

	The Education Inspection Framework (EIF) also places a strong emphasis on reading, with Ofsted's handbook making clear that reading is prioritised to ensure all pupils can access the full curriculum. Developing learners' confidence, enjoyment, and independence as readers is therefore both a statutory requirement and a moral imperative. In response, St Robert Bellarmine has launched a Reading Graduate Programme. Every pupil will be encouraged and supported to read at least 25 high-quality texts per year. Each class has been resourced with 150 new books, carefully chosen to include diverse, modern literature alongside timeless classics. This ensures that all pupils, including those who may not have books at home, are exposed to ambitious vocabulary and a wide range of perspectives. Teachers will continue to read aloud to pupils to model fluent reading and to introduce them to complex language patterns. Alongside this, pupils will have regular opportunities for independent reading, guided reading, and rich discussion of texts. This programme is designed not only to raise attainment but also to nurture a lifelong love of reading. By giving disadvantaged pupils structured access to high-quality literature and consistent adult modelling, we aim to close the vocabulary gap, broaden cultural capital, and ensure every child leaves our school as a confident, articulate reader.	
Provide more targeted and effective feedback to address gaps in learning	Research from the Education Endowment Foundation (EEF) evidences that feedback is consistently one of the highest impact strategies, with pupils making an average of +5 months' additional progress. Verbal feedback, in particular, has been shown to deliver even greater impact (+7 months). Feedback is most effective when it is specific, timely, and focused on the task, subject knowledge, and self-regulation strategies rather than being generic or overly focused on presentation. Effective feedback gives pupils clear information not only about <i>what</i> needs to improve but also <i>how</i> to improve, helping them to refine their understanding and apply new strategies. It can be delivered in a range of ways — during learning, immediately after a task, or following a period of reflection. The research highlights that feedback policies should not prescribe a single method or frequency, as flexibility allows teachers to adapt their approach to the needs of different learners. Importantly, disadvantaged pupils and lower prior attainers benefit disproportionately from clear, explicit feedback. Many do not receive the same level of academic support at home, so feedback in school becomes critical in helping them recognise their strengths, address misconceptions, and build confidence. Research also shows that combining feedback with metacognitive strategies strengthens pupils' ability to plan, monitor, and evaluate their own learning — a vital skill for long-term independence. At St Robert Bellarmine, all teachers will engage in professional development on feedback strategies to ensure consistent, high-quality practice. Training will include: • Using verbal feedback effectively within lessons to provide immediate, actionable guidance.	1,2,5

	• Structuring written feedback to highlight both strengths and specific next steps. • Embedding metacognitive reflection into lessons, so pupils learn how to evaluate their own progress and adapt their approaches. • Celebrating correct answers and effort as well as addressing errors, to reinforce motivation and resilience. Through these strategies, disadvantaged pupils will gain clearer understanding of how to improve, close gaps in knowledge more quickly, and make accelerated progress across the curriculum.	
Development of knowledge rich curriculum, based in best practice and cognitive science All teachers receive same Inset training and quality assure approach and practice	All staff will receive high-quality training from leading educational experts including Chris Quigley, Mary Myatt, and Alex Bedford on the design and delivery of a knowledge-rich curriculum. This professional development is rooted in the principle that a curriculum should “change the pupil and give the pupil new power.” Its purpose is to ensure that every child — especially those from disadvantaged backgrounds — gains access to the “powerful knowledge” that might otherwise be limited by their personal experiences outside of school. The training emphasises that a curriculum is more than a sequence of lessons: it is a structured body of knowledge designed to enable all pupils, regardless of starting point, to join the “discourse and practices of educated people.” For disadvantaged pupils in particular, access to this knowledge is transformative. It allows them to close gaps in cultural capital, engage in informed conversations, and develop a deeper understanding of the world. Cognitive science underpins this approach. Research shows that knowledge must be deliberately built, revisited, and stored in long-term memory if it is to be retained and applied effectively. Staff will therefore be trained to use techniques such as spaced repetition, retrieval practice, and cumulative review to strengthen memory and understanding over time. By sequencing content carefully and ensuring that key concepts are revisited in increasingly complex contexts, teachers will help pupils to secure enduring knowledge that they can apply flexibly across different subjects. For disadvantaged learners, this is particularly important. Without access to such structured and sequenced opportunities, they risk falling further behind peers who benefit from richer cultural experiences outside school. By deliberately embedding cultural capital into our curriculum — through literature, history, the arts, and exposure to big ideas — we aim to equip all pupils with the social, emotional, and academic resources to thrive. This training will ensure consistency across classrooms, empower teachers to deliver ambitious content with confidence, and give pupils the opportunity to “clamber into the discourse of the powerful.” Ultimately, our knowledge-rich curriculum will close disadvantage gaps, raise aspirations,	1,4,5

	and prepare pupils to succeed in the next stage of their education and in their wider lives.	
All pupils make significant progress in English and Maths and have full access to the enriched curriculum	Staff will engage in high-quality professional development led by subject specialists, including Sarah Martin (Mathematics) and Maddy Barnes (English), supported by further study through the Alex Bedford Book Study course. This training will strengthen teachers' subject knowledge, pedagogical approaches, and curriculum delivery, ensuring consistency and high expectations across all classes. The focus will be on building staff expertise so that they can deliver well-sequenced lessons that not only cover the breadth of the curriculum but also deepen understanding, address misconceptions promptly, and provide effective scaffolding for disadvantaged pupils. In English, this will include embedding approaches to improve reading fluency, comprehension, and writing stamina. In Mathematics, training will emphasise conceptual understanding, reasoning, and problem-solving, enabling pupils to master key knowledge and skills in a cumulative and connected way. Research from the Education Endowment Foundation (EEF) highlights that high-quality teacher professional development has a significant positive impact on pupil outcomes. By investing in subject-specific CPD, we are ensuring that our staff remain confident, current, and effective in delivering ambitious lessons that meet the needs of all learners. For disadvantaged pupils, this is particularly crucial, as they often require additional scaffolding and explicit teaching to access the same content as their peers. Impact will be measured through improved outcomes in both English and Maths, with disadvantaged pupils making accelerated progress towards achieving age-related expectations. This professional learning will also equip staff with the tools to close gaps in attainment, ensuring that all pupils — regardless of background — are well-prepared for the next stage of their education and have the knowledge and confidence to succeed.	1,2,3,5

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

Budgeted cost: £26,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and monitor use of interventions	A number of children eligible for Pupil Premium (PP) also have additional special educational needs and disabilities (SEND). For these pupils, carefully targeted interventions are essential to ensure they can access the full curriculum and make sustained progress in line with their peers. At St Robert Bellarmine, we are committed to ensuring that every intervention is purposeful, evidence-based, and rigorously monitored for impact so that time and resources are used effectively. Each disadvantaged pupil requiring additional support will have a personalised intervention plan tailored to their specific learning needs. These plans begin with a baseline assessment that pinpoints gaps in knowledge or barriers to learning. From this, clear, measurable targets are set which are revisited regularly to monitor progress. Intervention grids will record the type of support delivered, frequency and duration of sessions, pupil engagement, and the progress made, ensuring a cycle of <i>plan-do-review</i> is embedded. This approach guarantees both accountability and flexibility, allowing staff to adapt provision quickly if an intervention is not having the desired effect. Interventions will be designed to be short, frequent, and sharply focused, addressing key gaps without causing pupils to miss substantial amounts of high-quality classroom learning. For example, pupils may receive targeted phonics boosters three times per week, precision teaching in mathematics to secure number bonds or multiplication facts, or structured reading fluency practice to improve accuracy and stamina. The emphasis is on high impact in short bursts, ensuring interventions are manageable and sustainable. Research from the Education Endowment Foundation (EEF) shows that small-group and one-to-one interventions can deliver significant gains when delivered by trained adults and linked closely to classroom learning. To maximise this impact, Teaching Assistants (TAs) will be strategically deployed and receive regular training so that their support is consistent, skilled, and evidence-informed. They will use structured resources and guidance from teachers, ensuring their work reinforces, rather than replaces, quality first teaching. Teachers will maintain oversight of all interventions, ensuring strong alignment between whole-class teaching and additional provision. This careful, integrated approach also prevents unintended consequences, such as prolonged separation from peers or fostering dependency on adult support. Instead, interventions will be designed to build independence, confidence, and self-regulation,	1,2,5

	helping pupils to develop strategies they can apply independently in class and beyond. For disadvantaged and SEND pupils, this means: • Gaps in learning are identified early and addressed swiftly before they widen. • Misconceptions are corrected quickly, preventing long-term barriers to progression. • Confidence grows as pupils experience success in smaller, structured steps. • Resilience and independence are fostered, enabling pupils to manage their own learning with less reliance on adult prompting. • Attainment rises, ensuring disadvantaged pupils move closer to achieving outcomes in line with their peers nationally. In this way, our approach to interventions ensures that disadvantaged pupils are not just catching up, but are being equipped with the skills, strategies and mindset needed to thrive long-term.	
<i>All pupils to have additional reading opportunities to develop critical reading and language skills through individualised, motivating intervention plans (RWInc Phonics, WellComm, Talk Boost, Better Reading, Guided Reading, Precision teaching)</i>	Strong oral language and communication skills are the foundation of academic success, yet many disadvantaged pupils enter school with significantly reduced vocabulary, limited exposure to high-quality texts, and weaker speaking and listening skills compared to their peers. This vocabulary gap can affect their confidence, comprehension, and ability to access the wider curriculum. Addressing these gaps early and systematically is therefore a priority at St Robert Bellarmine. Research from the Education Endowment Foundation (EEF) highlights that oral language interventions are highly impactful, typically adding +6 months of progress in primary age pupils and +7 months in the early years. These approaches are most effective when frequent, sustained (at least three times a week), and rooted in explicit teaching and modelling of vocabulary, speaking, and listening. Interventions led by trained teaching assistants have been shown to achieve comparable outcomes to those led by teachers, demonstrating the importance of equipping all adults with the skills to deliver high-quality provision. To close the vocabulary and language gap, pupils will engage in a suite of structured, evidence-based programmes, including: • RWInc Phonics – systematic phonics instruction to build decoding, fluency, and early reading confidence. • WellComm – targeted early intervention screening and activities to boost oral communication and vocabulary. • Talk Boost – structured small-group support to improve listening, attention, narrative skills, and expressive language. • Better Reading – focused intervention to improve reading fluency, comprehension, and confidence through repeated practice. • Guided Reading – teacher-led and small-group sessions to extend comprehension strategies, critical thinking, and engagement with a wide range of texts. • Precision teaching – small- group intervention to support pupils who need an alternative approach to phonics strategies.	3,5

	Delivery will combine daily in-class exposure to high-quality texts and oral language opportunities with targeted small-group or one-to-one sessions for those most in need. Trained staff will model accurate and rich language, prompt pupils to articulate their ideas in complete sentences, and engage them in structured dialogue to deepen understanding. The use of dialogic teaching approaches, questioning techniques, and shared reading will encourage pupils to become active participants in their learning. Progress will be tracked through baseline assessments (WellComm and phonics screening), termly reading assessments, and ongoing teacher observations. Pupil voice activities will also provide insight into how disadvantaged pupils perceive their own progress, enjoyment, and confidence in reading and speaking. By embedding daily opportunities for structured talk, repeated exposure to challenging vocabulary, and high-quality intervention programmes, disadvantaged pupils will develop fluency, comprehension, and expressive language at a pace that enables them to catch up with their peers. Ultimately, this approach supports not only improved literacy but also greater access to the full curriculum, higher aspirations, and improved long-term outcomes.	
<i>Improve strategies in helping children learn how to learn through accessing metacognition/emotional literacy programmes</i>	At St Robert Bellarmine, we place a strong emphasis on developing pupils as reflective, independent learners. Staff have been trained in Feuerstein's Instrumental Enrichment (IE) programme alongside other metacognitive and self-regulation approaches, with refresher training ensuring that strategies remain embedded in daily practice. These programmes focus on explicitly teaching pupils how to plan, monitor, and evaluate their own learning, as well as how to regulate their emotions, manage frustration, and build resilience when faced with challenge. Research from the Education Endowment Foundation (EEF) demonstrates that metacognition and self-regulation approaches can deliver up to +8 months of additional progress per year for primary-aged children. Crucially, these gains are most significant when strategies are directly connected to challenging curriculum content and when teachers model their own thought processes aloud — showing pupils how to approach problems systematically, reflect on mistakes, and select effective strategies for improvement. Disadvantaged pupils are less likely to acquire these learning behaviours independently at home, and so explicit teaching of metacognitive strategies is particularly valuable in narrowing the gap. By equipping them with structured approaches to organising their thinking, pupils gain the confidence to take greater ownership of their learning, persevere through setbacks, and transfer strategies across different subjects. This provision includes: • Modelling by teachers: staff demonstrate their thought processes when approaching problems, verbalising decision-making and evaluation. • Structured reflection activities: pupils are given opportunities to review how they approached a task, what worked well, and what they would change.	1,2

	• Goal setting and monitoring: pupils set small, achievable targets and revisit them regularly to build self-efficacy. • Emotion regulation strategies: teaching pupils how to manage stress, maintain focus, and recover positively from mistakes. Impact will be tracked through teacher observations, pupil work scrutiny, and pupil voice surveys, alongside evidence from termly assessments. Success will be measured not only in improved attainment but also in the development of key learning dispositions such as resilience, persistence, and self-belief. For disadvantaged pupils, this approach is transformative: it enables them to bridge the gap between knowing and doing, provides tools to become independent problem-solvers, and empowers them to thrive academically and personally both now and in the future.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,592

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>	Physical activity and healthy living are central to the development of the whole child, supporting not only physical fitness but also emotional wellbeing, resilience, and social skills. Research from the Education Endowment Foundation (EEF) confirms that regular participation in physical activity delivers a range of benefits, including improved concentration, higher self-esteem, and better attendance and retention. However, pupils from disadvantaged backgrounds are often less able to access sporting opportunities outside of school due to financial barriers such as equipment costs, club fees, and transport. At St Robert Bellarmine, we are committed to ensuring that all disadvantaged pupils can access the same range and quality of sporting and health-related opportunities as their peers. To remove barriers, we will subsidise or fully cover the costs of: • Extracurricular sports clubs and activities, ensuring PP pupils are fully represented in after-school provision. • Specialist coaching and enrichment experiences, such as tournaments, swimming, or outdoor pursuits. • Essential equipment and kit, so that all children feel included and prepared to participate. • Healthy living initiatives, such as cooking activities, healthy eating projects, and wellbeing days. • Trips and residential visits that include a physical activity component. These opportunities will be tracked and monitored to ensure that disadvantaged pupils participate at least at the same rate as non-PP pupils. Staff will actively encourage and support PP families to engage with the opportunities available, and targeted invitations will be made to ensure uptake is equitable.	2,4

	Beyond the immediate health benefits, this strategy also aims to: • Improve attendance and punctuality, as participation in sport has been linked to better school engagement. • Strengthen social inclusion and teamwork skills, helping pupils build friendships and resilience. • Promote positive attitudes to health and fitness that will benefit pupils throughout their lives. • Develop confidence and self-worth, reducing the stigma or exclusion that financial disadvantage can bring. By embedding access to sport and healthy living as a core entitlement rather than an optional extra, we ensure that disadvantaged pupils experience the same breadth of opportunity, pride, and enjoyment as their peers. This not only supports physical and emotional wellbeing in the present but also lays foundations for healthy, active lifestyles in the future.	
<i>Ensure all PP pupils have a wide range of educational and enriching experiences as non-PP to enhance their cultural capital</i>	At St Robert Bellarmine, we recognise that cultural capital is a key driver of aspiration, engagement, and success. Research by the Social Mobility Commission (2019) shows that extracurricular activities and enrichment opportunities are strong predictors of pupils' future participation in education beyond the compulsory phase, as well as important for building confidence, social networks, and resilience. Yet disadvantaged pupils are often less likely to access these opportunities outside of school, creating gaps in knowledge, experience, and self-belief. Bourdieu described cultural capital as the assets that enable individuals to succeed in society — language, education, cultural knowledge, and interests. These assets are often unevenly distributed, with less advantaged children having reduced access. The Department for Education reinforced the importance of cultural capital in the 2014 National Curriculum, defining it as <i>“the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said.”</i> To address this inequality, we will systematically provide disadvantaged pupils with a wide range of enriching experiences that broaden horizons,	2,4

	inspire ambition, and prepare them to thrive in modern society. This will include: • Educational visits and residencies to museums, historical sites, theatres, outdoor centres, and cultural institutions. • Visiting speakers, authors, and professionals who can raise aspirations by sharing expertise, experiences, and career pathways. • Arts, music, and creative opportunities, ensuring all pupils experience performance, visual arts, and cultural festivals. • Extracurricular clubs and enrichment programmes (sports, choir, instrument practice, etc.) where PP participation will be actively tracked and promoted. • Celebrations of diversity and heritage, helping pupils to understand and value different cultures and perspectives. Staff will ensure equity of access by subsidising or covering costs where necessary and by targeting invitations to ensure PP pupils are proportionally represented. The participation of PP pupils will be closely monitored, and barriers to engagement will be actively addressed through family communication and practical support (e.g., funding for transport, or equipment). The impact of this strand will be measured through: • Uptake and attendance data at clubs, trips, and events. • Pupil voice – gauging pupils’ enjoyment, confidence, and perceived value of enrichment opportunities. • Teacher assessments and observations of pupils’ general knowledge, vocabulary, and engagement with the wider curriculum. By embedding cultural capital into both our curriculum design and enrichment programme, we ensure disadvantaged pupils are not only given equal access to enriching experiences, but also supported to see themselves as confident, aspirational, and well-rounded citizens. This strand of our strategy plays a vital role in tackling social injustice and raising aspirations for every child, regardless of background.	
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<i>Improve attendance for pupils eligible for PP</i>	Attendance is a key driver of attainment and life chances. Research demonstrates a strong correlation between disadvantage and lower attendance, particularly in the North West, where disadvantaged pupils are disproportionately affected by persistent absence. The National Strategies guidance reinforces that: • The links between attendance and achievement are strong. • Pupils with persistent absence are far less likely to achieve academically and are less likely to remain in education post-16. At St Robert Bellarmine, we are committed to tackling these inequalities by ensuring that disadvantaged pupils attend school consistently, enabling them to benefit from the full curriculum and enrichment offer. Our approach includes: • Rigorous monitoring and tracking: daily registers analysed to identify patterns and trends in attendance, with PP pupils tracked separately. • Early intervention: attendance concerns are acted on swiftly, with first-day contact, personalised letters, and meetings where patterns of absence begin to emerge. • Family support and liaison: building positive relationships with parents/carers through home visits, regular communication, and signposting to external support services where needed. • Incentives and rewards: celebrating good and improved attendance through certificates, class rewards, and individual recognition. • Targeted intervention plans: for pupils with persistent absence, clear targets are set and reviewed, with strategies tailored to the family's circumstances (e.g., breakfast club places, mentoring support, flexible start arrangements). • Collaboration with external agencies: including the Local Authority Education Welfare Service, health teams, and community partners, to address persistent and complex barriers to attendance. Impact will be measured by: • Improved overall attendance rates for disadvantaged pupils, aiming to narrow the gap with non-PP peers.	2
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	• Reduction in the number of PP pupils classed as persistently absent. • Evidence from progress data showing improved outcomes linked to stronger attendance. • Pupil and parent voice feedback reflecting improved attitudes towards school and understanding of the importance of attendance. By embedding attendance monitoring within our wider pupil premium strategy, we aim not only to raise attainment but also to foster the long-term habits of reliability, resilience, and commitment that will support pupils throughout their education and beyond.	
<i>Develop children's strategies to deal with social, emotional and behaviour issues which impact on their well – being and capacity to learn</i>	Developing strong social and emotional skills is essential for pupils' wellbeing, relationships, and academic success. Evidence from the EEF Social and Emotional Learning (SEL) Toolkit shows that interventions of this type can lead to an average of +4 months' additional academic progress per year, while also improving pupils' attitudes to learning, mental health, and social relationships. Disadvantaged pupils are more likely to begin school with weaker SEL skills, placing them at increased risk of lower attainment and poorer mental health outcomes. Data from the Department for Education also highlights that pupils eligible for Free School Meals are more likely to receive exclusions, with persistent disruptive behaviour the most common factor. For these reasons, supporting disadvantaged pupils' emotional literacy, resilience, and behaviour is central to our strategy. At St Robert Bellarmine, our approach includes: • Universal provision: embedding SEL strategies across the curriculum, including structured opportunities for reflection, decision-making, teamwork, and emotional regulation. • Targeted small-group and one-to-one interventions: such as nurture groups, resilience workshops, and mentoring programmes delivered by trained staff. • Wellbeing and mental health support: through internal staff and external partners, including mental health specialists, counsellors, and family support workers. • Behaviour interventions: clear, consistent expectations alongside restorative	1,2

	approaches that focus on repairing relationships and building long-term self-regulation. • Staff training: equipping teachers and support staff with the skills to de-escalate conflict, support emotional literacy, and model positive interactions. Expected impact includes: • Improved pupil self-regulation and resilience, enabling disadvantaged pupils to remain engaged in learning. • Reduction in incidents of poor behaviour and exclusions, narrowing the disproportionate gap between PP and non-PP pupils. • Stronger peer relationships and social confidence, measured through pupil voice and teacher observation. • Improved mental health and wellbeing outcomes, enabling pupils to thrive both academically and personally. • Better attitudes to learning, with pupils demonstrating increased motivation and readiness to succeed. By combining universal strategies with targeted, evidence-based interventions, we aim to ensure that disadvantaged pupils are supported to overcome barriers, develop lifelong social and emotional skills, and achieve success in both school and wider life.	
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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 to 2025 academic year.

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

- **Wellcomm language screening** to assess early vocabulary and oral communication.
- **NFER termly assessments** using confidence bands to track progress and attainment across the curriculum.
- **PASS (Pupil Attitudes to Self and School) surveys** to measure attitudes, motivation, and self-esteem.
- **End of Key Stage Assessments 2025** to benchmark attainment against national expectations.

NFER assessments have been particularly valuable in providing a consistent, standardised measure of progress and attainment, identifying gaps in knowledge and skills, and guiding curriculum planning and targeted interventions. Wellcomm has allowed continued monitoring of language development in line with the Matthew Principle (ensuring those most at risk of falling behind are prioritised for support).

Impact by Intended Outcome

1. Equip learners with effective learning-to-learn skills

- Staff training focused on metacognition, self-regulation, and learning dispositions was embedded.
- Pupils demonstrated improved ability to reflect on their learning, regulate their approaches, and use feedback effectively.
- Gaps in metacognition and self-regulation were identified through Wellcomm, NFER, and PASS, and addressed via targeted strategies.
- Evidence: Standardised assessments and teacher reviews confirm disadvantaged pupils are increasingly accessing the full curriculum in line with peers.

2. Improved self-esteem and regard towards school

- PASS data was used diagnostically to target interventions for confidence, self-belief, and motivation.
- Interventions and strategies were introduced to rebuild resilience and positive learner identity.
- Evidence: Teacher reviews and PASS survey analysis show growth in confidence, motivation, and positive attitudes to learning.

3. Access to high-quality texts and rich language development

- All disadvantaged pupils accessed structured reading programmes (e.g., Reading Graduate Programme, RWInc Phonics, WellComm, Talk Boost, Better Reading, Guided Reading, Precision teaching).
- Evidence-based approaches ensured pupils were exposed to a wide range of high-quality texts, narrowing the vocabulary gap.
- Evidence: NFER reading outcomes and Wellcomm data demonstrate improved vocabulary, reading fluency, and comprehension among disadvantaged learners.

4. Raising aspirations and self-expectations

- A consistent emphasis on quality-first teaching, adaptive planning, and high expectations ensured disadvantaged pupils aspired to achieve in line with national expectations.
- Strategies in self-regulation, motivation, and curriculum adaptation supported this.
- Evidence: NFER assessment data, external reviews, and learning walks confirm raised expectations and ambition among disadvantaged pupils.

5. Identifying and addressing learning gaps

- NFER assessments used systematically to identify individual learning needs and shape curriculum adjustments.
- Targeted interventions delivered to close knowledge and skills gaps.
- Evidence: NFER progress data shows disadvantaged pupils are making sustained progress across the curriculum, moving towards national expectations in RWM.

Wider Impact and Enrichment

- Reading outcomes and comprehension improved through a curriculum prioritising literacy.
- Pupils accessed a wide range of **enrichment opportunities** to strengthen cultural capital, with strong participation in sports and extracurricular activities.
- Attendance improved through the use of **class rewards, individual incentives, and family support**, ensuring pupils accessed the full curriculum.
- Wellbeing initiatives were embedded, contributing to a supportive environment in which disadvantaged pupils could thrive.

Intended Outcome	Actions Taken	Impact	Evidence
Equip learners with effective learning-to-learn skills	Staff trained in metacognition, self-regulation, and learning dispositions (Feuerstein IE, CPD). Targeted interventions delivered.	Pupils developed stronger metacognitive strategies, improved ability to regulate learning, and accessed curriculum more effectively.	NFER assessments, PASS data, teacher reviews.
Improved self-esteem and regard towards school	PASS survey analysis used to target interventions to build resilience, confidence, and motivation.	Growth in self-belief, positive attitudes, and improved learner identity.	PASS reports, teacher feedback.
Access to high-quality texts and rich language development	Structured reading programmes (Reading Graduate, RWInc, WellComm, Talk Boost, Better Reading, Guided Reading, Precision teaching). High-quality texts provided.	Vocabulary gap narrowed; improved fluency, comprehension, and enjoyment of reading.	NFER reading outcomes, Wellcomm screening, pupil voice.
Raising aspirations and high expectations	Quality-first teaching and adaptive planning with high expectations sustained for all learners. Self-regulation strategies embedded.	Disadvantaged pupils increasingly aspirational, aiming for outcomes in line with peers.	NFER progress data, learning walks, external reviews.
Identifying and addressing learning gaps	NFER used to identify gaps; curriculum adapted accordingly; targeted interventions delivered.	Gaps addressed effectively; disadvantaged pupils progressing towards national expectations in RWM.	NFER data, intervention tracking.
Wider Impact: Enrichment, Attendance & Wellbeing	Access to enrichment (cultural, sporting, trips), attendance monitoring, rewards, and family support. Wellbeing initiatives embedded.	Improved attendance, high participation in enrichment, stronger wellbeing and social inclusion.	Attendance data, enrichment records, pupil voice.

Overall, the 2024–2025 Pupil Premium Strategy demonstrated clear impact on closing gaps in language development, reading, self-esteem, and learning behaviours, with disadvantaged pupils showing sustained improvements in confidence, aspiration, and attainment. The school’s curriculum design, targeted interventions, and enrichment programme ensured best value for funding, while flexible responses to emerging needs allowed provision to remain sharply focused.

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
Mental Health Support Team	Alder Hey

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?	

