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
St Robert Bellarmine Catholic Primary School	
Number of pupils in school	212 238 (including nursery)
Proportion (%) of pupil premium eligible pupils	14% (30/212 Children)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026 - 2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
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	£59 900
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3706
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	£63 606

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 enabling each individual to fulfil their unique potential. Our vision is to nurture not only academic success but also well-rounded, compassionate and confident pupils equipped with the knowledge, skills 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 – and seeks to identify and remove barriers that may affect participation, progress or achievement.

Published three-year outcomes demonstrate that disadvantaged pupils at St Robert Bellarmine have achieved strongly overall. The latest three-year averages show 65% of disadvantaged pupils achieving the expected standard in combined Reading, Writing and Mathematics, 82% in Reading, 76% in Writing and 82% in Mathematics. These outcomes compare favourably with national outcomes for disadvantaged pupils. Reading and Mathematics outcomes are also above the corresponding national non-disadvantaged averages, while the combined RWM and Writing figures remain close to them.

Our strategy therefore seeks both to sustain these strong outcomes and respond precisely to the barriers currently identified within our school. In particular, assessment and professional observation identify emerging needs relating to communication and language on entry to EYFS, school readiness, self-regulation and learning behaviours, alongside individual gaps in knowledge and skills.

Our priorities are to:

- identify individual barriers and needs early through assessment, screening and professional observation;
- provide high-quality adaptive teaching that maintains ambitious expectations for all pupils;
- strengthen communication, language, vocabulary and oracy, supported by whole-school training for teachers and support staff;
- ensure early communication and school-readiness needs are identified and addressed effectively in EYFS;
- maintain a strong focus on reading fluency, comprehension and access to high-quality texts;
- provide carefully targeted interventions which are monitored for impact;
- strengthen pupils' independence, metacognition, self-regulation, confidence and learner identity;
- provide equitable access to enrichment and wider experiences that develop background knowledge and cultural capital; and
- monitor attendance carefully so that absence does not become a barrier to learning.

Our approach is guided by sustainability, strategic alignment, evidence-informed practice, measurable outcomes, engagement with families and responsiveness to emerging need. Funding decisions are reviewed regularly to ensure provision remains focused on the needs of disadvantaged pupils and contributes to sustained educational and personal outcomes.

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 disadvantaged pupils demonstrate underdeveloped learning behaviours, including difficulties with attention, self-regulation, independence and managing impulsivity. These barriers can limit pupils' ability to engage fully with teaching and sustain learning. Our priority is to explicitly teach and embed metacognitive and self-regulation strategies so that pupils develop greater independence, resilience and capacity to make sustained progress across the curriculum.
2	**Self-esteem and learner identity** A number of disadvantaged pupils demonstrate lower confidence in themselves as learners, which can present through reduced motivation, reluctance to take risks and less resilient responses when learning becomes challenging. Building positive learning dispositions, confidence and a strong learner identity remains a key priority, enabling pupils to recognise their strengths, respond positively to challenge and develop greater ownership of their learning.
3	**Communication, oracy, language and vocabulary development** A significant barrier for some disadvantaged pupils is communication and language development, with lower levels of communication evident for some children on entry to EYFS. Screening, including WellComm, alongside baseline assessment and professional observation, identifies needs in receptive and expressive language, vocabulary and communication skills. As pupils progress through school, vocabulary, spoken language and the ability to articulate ideas are important foundations for reading comprehension, writing and access to the wider curriculum. Developing a consistent whole-school approach to oracy is therefore a priority. All teachers and support staff will receive oracy training so that pupils are explicitly taught and given frequent opportunities to articulate their thinking, listen and respond effectively, participate confidently in discussion and use increasingly ambitious and subject-specific vocabulary across the curriculum.
4	**School readiness and enrichment** An increasing number of children enter EYFS demonstrating aspects of reduced school readiness, including developing independence, communication and interaction skills, attention, self-regulation, fine-motor development and familiarity with routines and expectations. Some disadvantaged pupils also have fewer opportunities to access the breadth of experiences that build background knowledge and cultural capital. Our priority is to strengthen transition into school, work closely with families and provide rich experiences throughout the curriculum and beyond it, so that pupils develop the knowledge, confidence, independence and foundational skills needed to thrive.
5	**Gaps in prior learning and attainment** Published three-year outcomes demonstrate that disadvantaged pupils at St Robert Bellarmine have achieved strongly overall, including outcomes above national disadvantaged averages. However, school assessment, NFER data and teacher evaluation continue to identify individual gaps in knowledge and skills for some disadvantaged pupils. For some pupils, these gaps are associated with barriers in communication, language, school readiness and learning behaviours. Our priority is therefore to identify individual needs early, provide high-quality adaptive teaching and carefully targeted support, and sustain the strong outcomes achieved by disadvantaged pupils over time, rather than assuming that disadvantage itself equates to lower attainment.

6	**Attendance and persistent absence** Attendance remains a potential barrier to achievement for some disadvantaged pupils. Where absence or persistent absence is identified, lost learning time can compound existing gaps in knowledge, reduce engagement and limit access to the full curriculum and wider enrichment opportunities. Attendance will be closely monitored, with disadvantaged pupils tracked as a specific group. Emerging concerns will be identified promptly and addressed through early intervention, positive engagement with families and targeted support according to individual need.

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 and self-regulation Equip disadvantaged pupils with effective "learning to learn" skills, including self-regulation, metacognition, independence, effective use of feedback and positive learning dispositions. Pupils will increasingly manage their attention, behaviour and learning independently, enabling them to engage fully with an ambitious curriculum and make sustained progress.	• Pupils with underdeveloped learning behaviours are identified promptly and receive appropriate support. • Termly assessments, pupil tracking and intervention analysis demonstrate sustained progress for identified pupils. • Pupil voice, teacher observations and learning walks demonstrate improvements in independence, resilience, engagement and self-regulation. • Learning walks and work scrutiny demonstrate that metacognitive, retrieval and feedback strategies are embedded consistently across the curriculum. • Disadvantaged pupils sustain strong progress towards age-related expectations, including in Reading, Writing and Mathematics.
2. Improving self-esteem and learner identity Strengthen disadvantaged pupils' confidence, resilience, motivation and positive attitudes towards learning. Pupils will develop a stronger learner identity, recognise their strengths, respond positively to challenge and increasingly take ownership of their learning.	• Pupil voice and teacher observations demonstrate increased confidence, motivation and positive attitudes towards learning. • Pupils demonstrate greater perseverance, willingness to contribute and confidence when attempting challenging learning. • Targeted pupils demonstrate improved engagement, independence and readiness to learn. • Monitoring of identified pupils demonstrates progress from individual starting points in confidence, resilience and engagement. •Work scrutiny, pupil voice and teacher observation demonstrate increasing pride in presentation and confidence in pupils' written work. • Pupils receiving targeted pastoral or ELSA support demonstrate progress from their individual starting points in areas such as emotional regulation, self-esteem, resilience, relationships and readiness to learn.
3. Strengthening communication, oracy, language, vocabulary and reading Improve communication and language from the earliest stages, particularly for disadvantaged children entering EYFS with lower starting points. Develop a consistent whole-school approach to oracy so that pupils can articulate their ideas, listen effectively, participate confidently in discussion and use increasingly ambitious vocabulary. Ensure pupils develop the reading fluency and comprehension required to access the full curriculum.	• EYFS pupils with communication and language needs are identified promptly through baseline assessment, WellComm screening and professional observation. • WellComm assessments demonstrate measurable progress from individual starting points. • All teachers and support staff receive oracy training and agreed approaches are implemented consistently across the school. • Learning walks and pupil voice demonstrate regular opportunities for purposeful talk, discussion, questioning and vocabulary development across the curriculum. • Pupils demonstrate increasing confidence in articulating ideas, explaining their thinking, listening and responding to others and using subject-specific vocabulary. • Phonics and reading assessments demonstrate sustained progress, particularly for disadvantaged pupils and those in the lowest 20% of readers.

	• Disadvantaged pupils sustain strong reading outcomes, with attainment considered alongside national disadvantaged and non-disadvantaged benchmarks. Individual pupils not on track to meet age-related expectations are identified promptly and receive appropriate support.
4. Improving school readiness, raising aspirations and broadening cultural capital Ensure disadvantaged children entering EYFS are supported to develop the communication, independence, attention, self-regulation, social and fine-motor skills needed to thrive in school and develop the foundations for successful early writing. Across the school, provide equitable access to enrichment and wider experiences that build background knowledge, cultural capital, confidence and aspiration.	• EYFS baseline assessment and ongoing observations demonstrate progress in identified aspects of school readiness, including communication, independence, attention and self-regulation. • Families of identified children are supported effectively through transition and ongoing engagement with school. • Disadvantaged pupils access a broad range of curriculum enrichment, visits, clubs and wider experiences, with participation monitored to identify and remove barriers. • Pupil voice demonstrates increased confidence, aspiration and understanding of the wider world. • Teacher observations identify improvements in pupils' background knowledge, vocabulary and ability to make connections between experiences and curriculum learning. • Disadvantaged pupils are increasingly well prepared for transition to their next phase of education. • Participation information demonstrates that disadvantaged pupils have equitable access to the school's enrichment offer, including free extracurricular and lunchtime clubs and Children's University, with barriers to participation identified and addressed promptly.
5. Identifying and addressing individual gaps while sustaining strong attainment Ensure individual gaps in knowledge and skills are identified accurately and addressed quickly through high-quality adaptive teaching and carefully targeted intervention. Build upon the school's strong three-year disadvantaged outcomes while ensuring individual pupils receive the support necessary to achieve well from their starting points.	• NFER, formative assessment and teacher assessment accurately identify individual needs and inform subsequent teaching. • Termly assessment demonstrates sustained progress and reduction in identified gaps for targeted pupils. • Intervention entry and exit data demonstrate measurable impact for pupils receiving additional support. • Provision is reviewed regularly and adapted or discontinued where evidence indicates insufficient impact. • Disadvantaged attainment and progress are considered alongside national disadvantaged and non-disadvantaged benchmarks, with appropriate recognition of small cohort sizes. • The school seeks to sustain its strong longer-term disadvantaged outcomes while responding promptly where individual pupils are at risk of falling behind. • Where handwriting is identified as a barrier to successful written outcomes, pupils demonstrate improved fluency, legibility and presentation from their individual starting points. • Work scrutiny and learning walks demonstrate effective adaptive teaching, retrieval practice and responsive feedback.

6. Improving attendance and reducing persistent absence Ensure disadvantaged pupils attend school regularly so that absence does not compound existing barriers to learning. Attendance concerns will be identified promptly and addressed through early intervention, positive relationships with families and targeted support appropriate to individual circumstances.	• Attendance of disadvantaged pupils is monitored systematically and compared with whole-school attendance. • Emerging patterns of absence are identified promptly and appropriate support is put in place. • Attendance improves from individual starting points for disadvantaged pupils identified as a concern. • The proportion of disadvantaged pupils who are persistently absent reduces. • Attendance records and individual case studies demonstrate the impact of targeted family support and intervention. • Improved attendance enables identified pupils to access learning and enrichment opportunities consistently.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a consistent whole-school approach to oracy, communication and vocabulary	The EEF Teaching and Learning Toolkit: Oral Language Interventions identifies oral-language approaches as high impact, with an average of +6 months' additional progress. Effective approaches include explicit vocabulary teaching, structured questioning, modelling high-quality speaking and listening and purposeful curriculum-focused dialogue. The evidence is particularly relevant to disadvantaged pupils and is strongest where oral-language approaches are integrated with the curriculum. All teachers and support staff will therefore receive oracy training and implement agreed approaches to purposeful talk, vocabulary, questioning, explanation and discussion across the curriculum. Impact will be monitored through learning walks, pupil voice, teacher observation and WellComm outcomes where appropriate.	**1, 2, 3, 4**
Strengthen reading fluency, comprehension and vocabulary teaching	The EEF Teaching and Learning Toolkit: Reading Comprehension Strategies, together with the DfE Reading Framework, supports explicit teaching of the knowledge and strategies pupils need to understand texts. Teaching will include fluency, vocabulary, prediction, questioning, clarification, inference and summarising, using appropriately challenging texts. Assessment will identify the specific barriers experienced by individual pupils so that teaching and additional support can respond precisely to need. This aligns with current DfE pupil premium guidance, which identifies high-quality teaching, diagnostic assessment and strong teaching of English as priorities.	**3, 5**
Continue the Reading Graduate Programme and develop a strong culture of reading	EEF evidence on oral language and reading supports purposeful book discussion, reading aloud, vocabulary development and opportunities for pupils to make connections with prior knowledge. Pupils will have systematic access to a broad range of high-quality, diverse and challenging literature through the Reading Graduate Programme, class libraries, teacher read-aloud, independent reading and rich discussion. Engagement of disadvantaged pupils will be monitored to ensure equitable access and participation.	**2, 3, 4**
Embed metacognition, self-regulation and effective feedback	The EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation supports explicit teaching that helps pupils to plan, monitor and evaluate their learning. The EEF evidence on feedback also supports timely and purposeful feedback that moves learning forward. Staff will explicitly model thinking processes, teach pupils strategies for managing their own learning and use feedback, retrieval and reflection to develop independence. Impact will be evaluated through learning walks, work scrutiny, pupil voice and assessment information. This is also consistent with the DfE pupil premium menu of approaches, which specifically includes professional development relating to feedback.	**1, 2, 5**

Continue to develop an ambitious, knowledge-rich and inclusive curriculum	Current DfE pupil premium guidance identifies high-quality teaching, assessment and a broad, balanced and knowledge-based curriculum responsive to pupils' needs within its menu of approaches. Curriculum planning will ensure important knowledge and vocabulary are carefully selected, sequenced, revisited and connected over time. Staff will use retrieval practice, cumulative review, explicit instruction and appropriate scaffolding to enable disadvantaged pupils to access the same ambitious curriculum.	**1, 3, 4, 5**
Strengthen subject-specific teaching in English and Mathematics	The DfE pupil premium guidance places high-quality teaching at the centre of effective pupil premium provision and identifies professional development as an appropriate use of funding. It also emphasises the importance of strong foundations in English and Mathematics. CPD will therefore strengthen teachers' subject knowledge and pedagogy. English development will include oracy, vocabulary, reading fluency, comprehension, writing and the explicit teaching of handwriting and transcription. Mathematics will continue to focus on fluency, conceptual understanding, reasoning and problem-solving. Assessment will be used diagnostically to identify misconceptions and inform responsive teaching.	**1, 3, 5**
Develop a consistent whole-school approach to handwriting and presentation	The DfE Writing Framework (2025) identifies handwriting as an essential component of transcription and emphasises the importance of explicit teaching and regular practice so that handwriting becomes increasingly fluent and automatic. Developing automaticity in transcription reduces demands on pupils' working memory, enabling them to devote greater attention to composition. The National Curriculum for English also sets clear expectations for pupils to develop increasingly legible, fluent and efficient handwriting. EEF guidance on Effective Professional Development supports sustained, high-quality professional development as a mechanism for improving teaching practice and pupil outcomes. The school has therefore worked with a specialist handwriting consultant, with all teachers and teaching assistants receiving a full day of professional development to establish a consistent approach to the teaching and progression of handwriting across the school. Implementation will be monitored through work scrutiny, learning walks, pupil voice and teacher assessment, with particular attention to pupils for whom handwriting presents a barrier to successful written outcomes.	**1, 2, 5**

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

Budgeted cost: £15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver and rigorously monitor targeted academic interventions	Current DfE pupil premium guidance identifies one-to-one and small-group tuition, targeted literacy, language and numeracy interventions, SEND provision and effective teaching-assistant deployment within its targeted academic support menu. It also emphasises accurate diagnosis, successful implementation and effective monitoring and evaluation. Interventions will therefore have clear baselines, measurable targets and planned review points and will remain closely connected to classroom teaching. Teachers will retain oversight of provision delivered by support staff, with entry and exit data determining whether support should continue, be adapted or cease.	**1, 3, 5**
Provide targeted communication and language support from EYFS onwards	The EEF Oral Language Interventions evidence reports an average impact of +6 months' additional progress and indicates that oral-language approaches can be particularly effective for disadvantaged pupils. Effective approaches include vocabulary development, speaking and listening, structured questioning and purposeful interaction. Children with identified needs will receive support informed by WellComm, baseline assessment and professional observation, including WellComm and Talk Boost where appropriate. Targeted intervention will complement the whole-school approach to oracy.	**3, 4, 5**
Provide targeted phonics, reading fluency and comprehension support	The DfE pupil premium menu of approaches explicitly includes targeted interventions to support literacy and language development. DfE guidance also emphasises diagnostic assessment so that support responds to the particular difficulty experienced by the pupil. Pupils identified through assessment will access appropriate structured provision, including RWInc Phonics, Better Reading and targeted fluency/comprehension support. Progress will be reviewed regularly to determine whether provision is having the intended impact.	**3, 5**
Provide targeted support for school readiness and successful transition into EYFS	Current DfE pupil premium guidance stresses the importance of early education, noting that a substantial proportion of the disadvantage gap evident by age 16 has already emerged by age five. It also advises schools to consider underlying causes of attainment difficulties, including poor early language development. EEF oral-language evidence supports high-quality adult-pupil interaction, vocabulary development and targeted support. Baseline assessment, WellComm and professional observation will therefore be used to identify needs relating to communication, interaction, independence, attention, self-regulation and fine-motor development, including the physical foundations required for successful early writing, at the earliest opportunity.	**1, 3, 4**
Develop independence, metacognition and self-regulation through targeted support	The EEF evidence on metacognition and self-regulation supports explicit teaching of strategies that help pupils plan, monitor and evaluate learning. Identified pupils will receive additional modelling and structured support to develop reflection, emotional regulation, resilience and independent learning. Adults will support pupils to transfer these strategies into normal classroom learning, with the aim of reducing unnecessary dependence on adult prompting.	**1, 2, 5**

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure equitable access to enrichment and cultural experiences	The DfE Enrichment Framework for Schools and Colleges (2026) emphasises the importance of ensuring that all pupils have access to a broad range of experiences alongside the core curriculum. DfE identifies the potential for enrichment to expand horizons, raise aspirations, improve engagement and develop essential skills including communication, teamwork and problem-solving. It also highlights belonging, wellbeing and preparation for later life. Current DfE pupil premium guidance explicitly identifies enrichment – including extracurricular and co-curricular activities, arts participation, outdoor and nature activities and wider life skills – as an appropriate wider strategy. The school is committed to ensuring that enrichment opportunities are accessible to all pupils, regardless of background or financial circumstances. A broad range of free extracurricular and lunchtime clubs is provided to reduce financial and practical barriers to participation. Children are also encouraged to participate in the Children's University programme, which recognises and celebrates engagement in learning beyond the classroom. Most pupils in Years 2 and 6 graduate from Children's University each year, demonstrating the strong culture of participation across the school. Participation will continue to be monitored, particularly for disadvantaged pupils, to ensure that all pupils have equitable access to these opportunities and that any barriers to engagement are identified and addressed. Disadvantaged pupils will also have equitable access to educational visits, residentials, visitors, arts, music, sport and other wider experiences. Financial or practical barriers will be identified and addressed so that pupils' backgrounds do not restrict their access to the school's wider enrichment offer.	**2, 3, 4**
Ensure equitable access to sport, physical activity and healthy living	The DfE pupil premium menu of approaches explicitly includes sport and physical activity within enrichment provision. The DfE Enrichment Framework (2026) provides a national framework through which schools can evaluate and strengthen the breadth and accessibility of their enrichment offer. Funding will remove identified financial or practical barriers to disadvantaged pupils' participation in clubs, coaching, swimming, competitions, outdoor activities and other appropriate opportunities. Participation will be monitored rather than assumed, alongside pupil voice and indicators of engagement, confidence and wellbeing.	**2, 4**
Improve attendance and reduce persistent absence	Current DfE pupil premium guidance identifies attendance as an appropriate wider strategy and recognises that disadvantaged pupils experience disproportionately high absence nationally. It directs schools to address underlying causes and links pupil premium work to Working Together to Improve School Attendance and evidence-informed attendance resources. Attendance of disadvantaged pupils will therefore be monitored systematically, with emerging concerns triggering early intervention. Individual barriers will be explored with families and support may include family liaison, practical assistance and external-agency involvement where appropriate. Impact will be evaluated through individual attendance, disadvantaged-group attendance and persistent-absence information.	**6**

Support social, emotional development, wellbeing and positive behaviour	The DfE pupil premium menu of approaches explicitly identifies support for pupils' social, emotional and behavioural needs as an appropriate wider strategy. Universal and targeted provision will therefore develop emotional literacy, relationships, resilience and self-regulation. Where additional needs are identified, pupils may access nurture, mentoring or individual support. Staff will use consistent approaches to behaviour, emotional regulation and positive relationships. Impact will be evaluated through behaviour information, teacher observation, pupil voice, engagement and readiness to learn. In response to emerging social, emotional and mental health needs within the school, a teaching assistant will undertake Emotional Literacy Support Assistant (ELSA) training. This will strengthen the school's capacity to provide timely, targeted support for pupils experiencing difficulties with emotional regulation, self-esteem, resilience, relationships and managing feelings. ELSA provision will complement existing pastoral support and external services and will enable identified pupils to receive structured support within school. Impact will be monitored through pupil voice, staff observations, pastoral information and progress against individual social and emotional outcomes.	**1, 2, 4**
Strengthen engagement with families and support successful transition into school	The DfE pupil premium menu of approaches includes communicating with and supporting parents. DfE guidance also recommends drawing upon engagement with pupils and families when diagnosing the barriers disadvantaged pupils face. Positive relationships with families will therefore support early identification of barriers relating to communication, school readiness, attendance, wellbeing and participation. Particular attention will be given to transition into EYFS, with support responsive to individual family circumstances. Impact will be considered through family engagement, attendance, participation and progress against identified pupil needs.	**3, 4, 6**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Evaluation has drawn upon a range of quantitative and qualitative evidence, including NFER standardised assessments, statutory assessment information, WellComm language screening, phonics and reading assessments, intervention monitoring, teacher assessment, attendance information, learning walks, work scrutiny, professional observation and pupil voice.

Published performance information provides useful longer-term context when evaluating the impact of our strategy. As disadvantaged cohorts at St Robert Bellarmine are relatively small, individual annual published outcomes may be suppressed and can fluctuate considerably. We therefore consider three-year published outcomes alongside current internal assessment and individual pupil information when evaluating the effectiveness of provision.

The latest three-year published averages show that disadvantaged pupils at St Robert Bellarmine achieved:

- **65%** at the expected standard in combined Reading, Writing and Mathematics;
- **82%** at the expected standard in Reading;
- **76%** at the expected standard in Writing; and
- **82%** at the expected standard in Mathematics.

These outcomes compare positively with the corresponding national averages for disadvantaged pupils. Reading and Mathematics outcomes are also above the corresponding national non-disadvantaged averages, while combined Reading, Writing and Mathematics and Writing remain close to those benchmarks.

Historic progress information also provides evidence of strong outcomes for disadvantaged pupils, particularly when considered over more than one year. This reinforces the importance of maintaining a strong focus on high-quality teaching while identifying and responding precisely to the needs of individual pupils.

Our evaluation of 2025–2026 indicates that the strategy has continued to support positive outcomes for disadvantaged pupils. It has also identified emerging and continuing barriers, particularly communication and language on entry to EYFS, aspects of school readiness, learning behaviours and self-regulation, attendance for some pupils and individual gaps in knowledge and skills.

Impact against identified priorities

1. Learning behaviours and self-regulation

During 2025–2026, the school continued to develop pupils' learning behaviours through high-quality classroom teaching and targeted support. Staff used strategies including modelling, retrieval, reflection, feedback and explicit teaching of approaches designed to develop independence and self-regulation.

Teacher assessment, learning walks, work scrutiny and professional observation indicate that disadvantaged pupils have benefited from consistent expectations around engagement, resilience and

independence. Targeted support was provided where pupils required additional help with attention, self-regulation or independent learning.

Evaluation has reinforced the importance of ensuring that strategies taught through additional provision are transferred into everyday classroom learning. Learning behaviours, metacognition, self-regulation and independence will therefore remain priorities within the 2026–2027 strategy.

2. Self-esteem and learner identity

Provision during 2025–2026 continued to support pupils' confidence, resilience, engagement and positive attitudes towards learning. Universal classroom approaches were supplemented by targeted pastoral, nurture and individual support according to identified need.

Pupil voice, teacher observation and professional discussion provided evidence about pupils' engagement, confidence, willingness to contribute and response to challenge. These measures were considered alongside academic, attendance and behaviour information when identifying pupils requiring additional support.

Evaluation indicates that pupils benefit where support for confidence and wellbeing is closely connected to participation, independence and success in learning. The 2026–2027 strategy will therefore continue to develop positive learner identity, resilience, motivation and independence.

3. Language and vocabulary development

Communication, language, vocabulary and reading remained important priorities during 2025–2026. WellComm screening, assessment and professional observation enabled staff to identify receptive and expressive language needs and provide targeted support.

Structured approaches, including WellComm and appropriate language provision, supported identified pupils' communication, vocabulary, listening and interaction. Reading provision continued to prioritise phonics, fluency, vocabulary, comprehension and access to high-quality texts.

Published three-year outcomes provide positive longer-term evidence of Reading attainment, with 82% of disadvantaged pupils reaching the expected standard**,** above the corresponding national disadvantaged average.

Evaluation has also identified changing needs, particularly lower communication and language starting points for some children entering EYFS**.** This has highlighted the importance of early identification and has informed a stronger emphasis on communication and whole-school oracy for 2026–2027. All teachers and support staff will receive oracy training, with agreed approaches to purposeful talk, vocabulary, questioning, explanation, discussion, speaking and listening developed across the curriculum.

4. Cultural capital and enrichment experiences

During 2025–2026, disadvantaged pupils continued to access educational visits, sport, clubs, cultural activities and other enrichment opportunities. Financial and practical barriers to participation were addressed where identified.

These experiences provided opportunities to develop pupils' background knowledge, confidence, interests, aspirations and participation in the wider life of the school.

Evaluation has highlighted the importance of monitoring participation more systematically rather than assuming equal access. The school will therefore strengthen its monitoring of disadvantaged pupils' participation during 2026–2027 and identify financial or practical barriers that may limit access.

The review has also identified school readiness as an emerging priority, particularly for some children entering EYFS with needs relating to communication and interaction, independence, attention and self-regulation. This finding has informed the expansion of this challenge within the new strategy to include school readiness alongside enrichment and wider experiences**.**

This developing approach will also align with the DfE Enrichment Framework for Schools and Colleges**,** with a focus on equitable access to a broad and purposeful enrichment offer.

5. Gaps in prior learning

NFER assessments, formative assessment, teacher assessment and professional judgement were used throughout 2025–2026 to identify individual gaps in knowledge and skills and inform adaptive teaching and targeted intervention.

Targeted provision was used where additional support was required, with assessment information enabling staff to evaluate progress and adjust provision according to pupil need.

Published three-year outcomes demonstrate that disadvantaged pupils have achieved strongly overall, with 65% achieving the expected standard in combined Reading, Writing and Mathematics, 82% in Reading, 76% in Writing and 82% in Mathematics. These outcomes are above the corresponding national disadvantaged averages.

Evaluation therefore does **not** indicate a generalised attainment deficit for disadvantaged pupils. Instead, it reinforces the importance of identifying the specific needs of individual pupils and responding promptly.

Consequently, this challenge has been refined for 2026–2027. The emphasis will be on identifying and addressing individual gaps while sustaining strong attainment**,** with high-quality adaptive teaching as the first response and carefully targeted intervention where additional provision is required.

Emerging priority identified through the review: Attendance and persistent absence

Although attendance was not identified as a separate challenge within the 2025–2026 strategy, monitoring during the year has highlighted attendance and persistent absence as an area requiring greater prominence for some disadvantaged pupils**.**

Individual patterns of absence have been monitored and, where concerns have emerged, the school has worked with pupils and families to understand underlying barriers and provide appropriate support.

Evaluation has identified that absence can compound other barriers by reducing pupils' access to high-quality teaching, targeted intervention and enrichment. Attendance and persistent absence have therefore been added as a distinct challenge within the 2026–2027 strategy, enabling more systematic monitoring, early identification and targeted support.

Intended Outcome	Actions Taken	Impact	Evidence
1. Learning behaviours and self-regulation	Metacognitive and self-regulation strategies were embedded through classroom teaching, including modelling, retrieval, reflection and effective feedback. Targeted support was provided where pupils required additional help with attention, independence, resilience and regulation.	Monitoring indicates developing independence and engagement for disadvantaged pupils, with pupils increasingly able to use strategies to support their learning. Evaluation also identified that some pupils continue to require explicit teaching and modelling of self-regulation and learning behaviours. This remains a priority for 2026–27.	NFER and school assessment; teacher assessment; learning walks; work scrutiny; professional observation; pupil voice; intervention monitoring.
2. Self-esteem and learner identity	High expectations and positive learning dispositions were promoted through classroom practice. Targeted pastoral, nurture and individual support was provided according to identified need, with opportunities for pupils to experience success and take increasing responsibility for their learning.	Pupil voice and professional observation indicate positive engagement and confidence for many disadvantaged pupils. Some pupils continue to require support with resilience, motivation, independence and response to challenge. Evaluation has reinforced the importance of developing positive learner identity alongside academic attainment.	Pupil voice; teacher observation; engagement and behaviour information; pastoral records; individual pupil reviews; learning walks.
3. Language and vocabulary development	WellComm screening, NFER and teacher assessment were used to identify communication, language, vocabulary and literacy needs. Targeted language provision was implemented alongside phonics, reading fluency, comprehension and vocabulary teaching. Pupils continued to access high-quality texts and structured opportunities for discussion.	Targeted provision enabled communication and language needs to be identified and addressed. Longer-term Reading outcomes remain strong, with 82% of disadvantaged pupils reaching the expected standard in the latest three-year average. Evaluation has, however, identified lower communication and language starting points for some children entering EYFS. This has informed a stronger emphasis on communication and whole-school oracy for 2026–27, including training for teachers and support staff.	WellComm; NFER Reading; phonics and reading assessments; teacher assessment; reading records; professional observation; pupil voice; published three-year attainment information.
4. Cultural capital and enrichment experiences	Disadvantaged pupils were supported to access educational visits, sport, clubs, cultural activities, visitors and wider enrichment experiences. Financial and practical barriers to participation were addressed where identified.	Enrichment provision broadened pupils' experiences and provided opportunities to develop confidence, interests, background knowledge and aspirations. Evaluation has identified the need to monitor participation more systematically to ensure disadvantaged pupils have equitable access to the full enrichment offer. This will be strengthened in 2026–27 and aligns with the increased national emphasis on high-quality enrichment.	Educational visit and enrichment records; club and sports participation; pupil voice; teacher observation; pastoral information; records of financial support where appropriate.
5. Gaps in prior learning	NFER, formative assessment and teacher assessment were used to identify individual gaps in knowledge and skills. Adaptive teaching and targeted intervention were used to	Longer-term published evidence demonstrates strong overall attainment for disadvantaged pupils, with three-year averages of 65% combined RWM, 82% Reading, 76% Writing and 82% Mathematics. These are above the	NFER assessments; formative and summative assessment; statutory assessment; teacher assessment;

	address identified needs, with progress reviewed through pupil-progress processes.	corresponding national disadvantaged averages. Evaluation therefore suggests that the barrier should be refined: rather than assuming disadvantaged pupils generally have lower attainment, the school's priority is to identify individual gaps early, respond precisely and sustain strong outcomes over time.	intervention entry and exit information; pupil-progress reviews; work scrutiny; published three-year attainment information.

Evaluation of the 2025–2026 Pupil Premium Strategy indicates that the five identified challenge areas provided an appropriate focus for provision, while the review has also highlighted how the needs of disadvantaged pupils are changing.

Published three-year attainment information demonstrates strong longer-term outcomes for disadvantaged pupils at St Robert Bellarmine. The latest three-year averages show 65% achieving the expected standard in combined Reading, Writing and Mathematics, 82% in Reading, 76% in Writing and 82% in Mathematics**.** These outcomes are above the corresponding national averages for disadvantaged pupils.

Internal assessment, intervention monitoring and professional evaluation indicate that the school's focus on high-quality teaching, reading and language development, learning behaviours, targeted intervention and enrichment has supported disadvantaged pupils' academic and wider development.
The review also demonstrates that disadvantage should not be viewed as a single or uniform barrier. Individual pupils experience different barriers at different stages of their education, and these can change over time. Consequently, the 2026–2027 strategy will place greater emphasis on early identification and individual response**,** rather than assuming that disadvantage itself equates to lower attainment.

The review has identified emerging and developing priorities requiring greater prominence in the next phase of the strategy. These include communication and language on entry to EYFS, school readiness, whole-school oracy and attendance and persistent absence, alongside the continuing priorities of self-regulation, learner identity, enrichment and the identification of individual gaps in learning.

The 2026–2027 strategy will therefore build upon the strong outcomes already achieved while sharpening the school's response to individual need**.** Impact will be evaluated through a combination of published attainment information, NFER and school assessment, WellComm where appropriate, intervention entry and exit information, attendance data, learning walks, work scrutiny, professional observation and pupil voice.

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?	