

Pupil premium strategy statement

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 William of York Catholic Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	November 24
Date on which it will be reviewed	Termly with a full review in summer 2025
Statement authorised by	Martin Murphy
Pupil premium lead	Martin Murphy
Governor / Trustee lead	Mr G Prendergast

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,190.00
Recovery premium funding allocation this academic year	£3,154.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,406.00
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	£142,750.00

Part A: Pupil premium strategy plan

Statement of intent

At St William of York Catholic Primary School, we are committed to ensuring that teaching and learning opportunities are tailored to meet the needs of all its pupils. By providing this platform we are giving all children the opportunity to progress and achieve. Nationally, pupils classed as disadvantaged, achieve academic outcomes which are lower than their non-disadvantaged peers. We aim to improve the levels of progress for disadvantaged pupils and close the gaps in attainment for all cohorts. In order to achieve this we are aiming to develop the skills of staff and children, extend learning opportunities, narrow the gaps in speech and language, increase attendance as well as providing support for our children's social and emotional needs.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication (Oracy) – <i>Low level of language/vocabulary/schema upon entry.</i>
2	Phonics and reading across all Key Stages
3	Punctuality and Attendance
4	Social, emotional and mental wellbeing
5	Increased outcomes across Numeracy and Literacy
6	Cultural Capital/Enrichment opportunities

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) Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident through engagement in lessons, work scrutiny and formative assessments. Engagement with external agencies to support early language, SALT.

<p>2) Improved phonic knowledge, skills and reading across the Key Stages.</p>	<p>RWINc progress meetings and small group/ 1:1 intervention indicate accelerated progress for disadvantaged children.</p> <p>End of Key Stage reading outcomes show that the % of disadvantaged pupils meeting the expected standard is in line with national figures. There would also be a year upon year reduction in the gap between all pupils and disadvantaged pupils.</p>
<p>3) Attendance, punctuality and readiness to learn upon arrival at school. (Attendance to be in line with national)</p>	<p>Sustained and improved attendance for disadvantaged pupils is demonstrated through a reduction in the absence rate for this particular cohort. Attendance for this group to be in line with national. In addition there would be a narrowing of the gap between % attendance for all children and those who are classed as disadvantaged.</p>
<p>4) Social, emotional and mental well-being</p>	<p>Children accessing support from the Pastoral Care Lead. These children could be accessing a variety of programmes due to the training which has taken place as well as receiving individual counselling.</p> <p>Mental Health Lead Practitioner to continue with training in order to support the variety of needs identified through an audit with all teaching staff.</p> <p>Work alongside Sefton Mental Health Schools Team in supporting identified children.</p> <p>Employing a Child Counsellor to work with children on an individual and group basis.</p> <p>Involvement of external agencies to provide specialist support were needed.</p>
<p>5) Increased outcomes for pupils in all areas of Numeracy and Literacy. Improved progress from their starting points to ensure a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Increased levels of attainment and progress for disadvantaged children compared to the previous year's data. This will be monitored through both formative and summative assessments throughout the year.</p> <p>Continue to develop the Mastery approach in Maths through Power Maths.</p> <p>Phonic knowledge to be secure throughout the school with additional intervention across KS1 and lower KS2 plus "Fresh Start" in upper KS2 and Fluency Reading Project.</p> <p>Review Reading throughout the school to ensure "A love of Reading". Resource classroom provision following an audit of current provision. Introduce Salford reading test as a means of benchmarking children and monitoring progress.</p>

	Continue to develop the Reciprocal Reading approach across the school.
6) Cultural Capital/Enrichment opportunities	<p>Review long/medium term plans for all foundation subjects in order to identify cultural capital for our disadvantaged pupils. For example, identifying opportunities in our immediate locality through History/Geography to broaden the horizons and understanding of the children.</p> <p>Ensure that pupils have a range of enriching and stimulating activities/educational experiences. These include visitors to the school and workshops, trips and a varied extra-curricular programme that will have a positive impact on not only their knowledge and understanding but their enjoyment as well.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,425.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the implementation of NELI in Reception through staff training and put in place a timetable of targeted intervention.	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and combinations of the two show positive impacts on attainment.</p> <p><u><i>EEF Teaching and Learning Toolkit – Oral language interventions</i></u></p> <p><u><i>Assessing and monitoring Pupil Progress - EEF</i></u></p>	1, 5
Read Write Inc Phonics (Early reading support, online training portal, access to high quality CPD for teachers/TA`s. Coaching from Phonics lead, half termly progress meetings and the use of a Ruth Miskin consultant to review progress and identify intervention needed.	<p>Phonic approach has clear starting points and tracking and a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. This is the sole phonics programme delivered and is embedded as part of a rich literacy environment.</p> <p><u><i>EEF Teaching and Learning Toolkit – Phonics</i></u></p> <p><u><i>EEF Guidance Reports – Improving Literacy KS1 & 2</i></u></p>	2
Staff refresher training on Power Maths. This is aimed at developing the Mastery approach and enhancing our maths teaching. (Look at ways of adapting elements of the programme for KS1)	<p>The DFE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches.</p> <p><u><i>Maths guidance KS1 and KS2 (publishing.service.gov.uk)</i></u></p>	5

	<u><i>Improving Mathematics in Key Stages 2 and 3</i></u>	
Further staff training on delivering Reciprocal Reading across the school.	Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension	1,2 and 5
Purchase standardised assessments to inform teachers planning and targeted intervention.	Standardised tests along with formative assessments provide an insight into the strengths and weaknesses of each pupil which then enable the teacher to identify appropriate intervention. <u><i>Standardised tests/ Assessing and Monitoring Pupil Progress - EEF</i></u>	1,2 and 5

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

Budgeted cost: £94,266.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to lead targeted interventions across the school. These could take the form of one to one or small group tasks. Interventions would include: NELI, RWINc, Fresh Start and the Reading Fluency Project.	Evidence based interventions adopted, with clear starting points and regular monitoring/impact reviews and assessments. Explicit links to classroom teaching are made and opportunities to reinforce prior learning. <u><i>Making best use of Teaching Assistants - EEF</i></u>	1,2 and 5
Run interventions aimed at developing confidence and self esteem. Offer children positions of responsibility such as Play leaders, Well-Being Ambassadors.	EEF research into low cost, high impact strategies such as metacognition, thinking skills, self-regulation.	1, 4

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

Budgeted cost: £24,642.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the role of the Pastoral Care Lead so they have the necessary training to provide social, emotional and mental health support to the most vulnerable children across the school.</p> <p>SENDCo to undertake Mental Health lead training.</p> <p>School to buy in to the services of a Children's Counsellor to support those identified as being vulnerable.</p>	<p>Social and emotional skills are essential for childrens development, they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective and communicate in appropriate ways.</p> <p><u><i>EEF School Improvement Planning – Wider Strategies</i></u></p>	<p>3 and 4</p>
<p>Pastoral Care Lead to work alongside persistent absentees families in conjunction with the School Business Manager and Educational Welfare Officer.</p>	<p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out.</p> <p><u><i>Centre for Social Justice – Kids Can't Cath Up If They Don't Show Up</i></u></p> <p><u><i>Improving School Attendance DFE</i></u></p>	<p>3 and 4</p>
<p>Provide a free breakfast club for all Pupil Premium children in order to encourage good attendance and punctuality as well as ensuring that the children receive a healthy and nutritious breakfast.</p>	<p>The EEF findings suggest that it is not just a healthy nutritious breakfast that delivers impact on a child's readiness for learning but it also has social benefits along with improved attendance.</p> <p><u><i>National School Breakfast Programme – EEF Projects and Evaluation</i></u></p>	<p>3,4 and 6</p>
<p>Enrichment opportunities/ Cultural Capital.</p>	<p>Broadening the horizons of our disadvantaged pupils is absolutely crucial to their aspirations and life chances.</p>	<p>6</p>

Review long and medium term plans across the curriculum: organise trips, visitors, workshops which will not only supplement their knowledge but will positively impact on their rate and depth of learning as well as enjoyment.		
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Total budgeted cost: £132,333.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Read Write Inc continues to impact the progress of our disadvantaged children. Cross phase grouping continues to prove successful to help children maximise their learning around phonics/spelling /writing/comprehension. Disadvantaged children continue to be given opportunities to research word etymology and make links with wider parts of the curriculum. This work continues to help to engage more learners into a broader curriculum than before. The daily lessons have helped to improve the attainment of our disadvantaged learners and frequent assessment supports this. Children are finishing the phonics program and moving to comprehension/ spelling/ sentence / punctuation and grammar sessions. These daily sessions build upon previous learning and support children in their literacy skills. Daily reading interventions have also been successful and the targeted children have made excellent progress. One to one phonics interventions in year 1 have improved results with the Phonics screening tests and 75% have achieved this (The national average was 80%). These one to one sessions will continue in 2024/25.

Attendance was a key priority for the whole school but particularly disadvantaged children in 23/24. Whole school attendance was 93.6% compared to 91.3% for disadvantaged. These figures indicate why attendance remains a key priority.

A number of children displayed extreme anxiety throughout the year and had to be supported by our Pastoral Care Lead and SENDCo. A few other children started to displaying some worrying behaviours while we also had children join the school mid-year with specific attachment needs. We used pupil premium to support them through releasing additional staff, buying in support from external agencies and paying for CPD for those staff identified to lead on emotional health and well-being.

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
Read Write Inc	Ruth Miskin
Fresh Start	Ruth Miskin
Power Maths	Pearson
RM Easimaths	RM Easimaths
Lexia	Lexia Learning
Reciprocal Reading	FFT Literacy
Art/DT/History and Geography	KAPOW

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?	Additional phonics and TA support.
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence and progression.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.