

Saint William's Catholic Primary School - Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	41
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	October 2023
Date on which it will be reviewed	Reviewed termly at governor's meetings. Full review September 2024.
Statement authorised by	Samantha Solloway, Headteacher.
Pupil premium lead	Samantha Solloway, Headteacher.
Governor / Trustee lead	Jane Clements, Chair of Governors.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21735
Recovery premium funding allocation this academic year	£2000 (approx.)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£23735

Part A: Pupil premium strategy plan

Statement of intent

At Saint William's Catholic Primary School, we try to ensure that all children have access to a curriculum and individualised learning that enables the PP children to progress at the same rate and to the same extent as the non-PP children. Alongside ensuring that attainment and progress is in line with National expectations we also want to ensure that all of our disadvantaged pupils have the same opportunities for enrichment activities as non-PP children.

Challenges

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

Challenge number	Detail of challenge
1	Low self-expectation, esteem, confidence and belief in own abilities amongst eligible pupils.
2	Low confidence and belief in own abilities in reading, writing or mathematics amongst eligible pupils.
3	Low resilience and persistence amongst eligible pupils.
4	Possible social and emotional pressures within family unit.
5	Often low self-esteem, confidence and resilience within families of eligible pupils in their abilities to support their children in their education.
6	Often low participation in additional curricular activities and after school activities.

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
Pupil confidence, persistence, esteem and belief in own abilities to be raised. (Measured by observation, amount and quality of work produce, participation in learning and parental/pupil attitude questionnaires.)	Pupils demonstrate increasing confidence, persistence, self-esteem and belief in own abilities
Each pupil to achieve the same amount of progress as their peers. (Measured by teacher assessment records, school tracking and annual comparison against pupils from national and local data.)	Pupil achieving good levels of progress.
To significantly broaden the horizons of all PP children by designing, in consultation with all stakeholders, a curriculum which is ambitious, relevant and rich in cultural capital.	Curriculum is rich and varied and ALL children have had access to a range of wider opportunities. 100% of PP children attend all school trips.

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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD – EYFS, early reading, KS1 and SEN specifically	65% of the PP children are on the SEN register and require interventions.	1, 2, 3, 5.

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

Budgeted cost: £ 20735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific interventions for fine and gross motor skills.	65% of PP children have specific needs in these areas.	1, 2, 3, 5.
Daily talks with children who have a troubled family background – Learning Mentor style.	65% of PP children access this 1:1 emotional support time.	4.
Small group work for KS1 children in need of boosting to achieve their progress potential –due to SEN requirements.	35% of PP children access small group intervention to enhance their progression.	1, 2, 3, 5.
Small group interventions for KS1 and KS2 in reading, fine motor skills and mathematics.	71% of PP children have access to these small group interventions.	1, 2, 3, 5.

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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities and days	100% of PP children are able to access enrichment activities and days.	1, 3, 4, 5, 6.

Total budgeted cost: £ 23735

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Within the academic year 2022-2023 we had 10 children on Pupil Premium (Free School Meals or Ever 6). School was allocated £1345 for each of these children. This amounted to £13450. On top of this there was also 1 child on the post looked after rate of £2345 which amounts to £2345. This gave a total of £15795 for the academic year 2022 –2023.

This money paid for support staff and general interventions – alongside specific intervention programmes that have been required for the children as well as staff CPD and enrichment activities.

Out of the 11 children, 55% achieved ARE (6). Of the other 5 children who did not make ARE, 1 has an EHCP, another is in the process of having an EHCP submitted. One was a Looked After Children with additional needs who, although did not make ARE, made good progress nevertheless. The other two children made progress. One of these should reach ARE by the end of this year. The last child has had severe issues with attendance and punctuality – however school is working with the parents to resolve this.

All of the children had the opportunity to attend enrichment days and activities.