

# Pupil premium strategy statement – St William’s Catholic School and Nursery

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Heather Hogarth, Headteacher
Pupil premium lead	Mrs Heather Hogarth, headteacher
Governor / Trustee lead	Mrs Jane Clements, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,250
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£26,250

## Part A: Pupil premium strategy plan

### Statement of intent

At St William's Catholic Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Staff and Governors will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, of which we have both presently. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Baselines in school and nursery show that some children are entering the educational system with vocabulary lower than their chronological age. This may have been impacted by the lockdown procedures that were implemented in the crucial early period of an individuals life.</p> <p>It may also be impacted on the higher use of electronics and children using slang and Americanisms- we are seeing more and more evidence of this within the Nursery setting.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers.</p>
3	<p>By the end of KS1, we have identified that the gaps in learning for some of the disadvantaged children and non-disadvantaged are increasing. We are using early identification to try and help the children to 'keep up', not 'catch up'.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Our attendance data over the last 3-4 years indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.</p> <p>We also have high number of children arriving after registration but before the register has closed, therefore missing crucial learning time)</p>

## 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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,</p>

	including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	It is our hope that children will access, achieve and meet the required pass mark for phonics, increased knowledge in phonics will develop reading skills and hopefully we will see an increase in attainment in both KS1 optional SATs and KS2 SATs in the future
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• bullying to remain very low and dealt with immediately</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, both within school and afterschool.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 10%</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
ACEs training for all staff to ensure that we are aware of the barriers to learning and helping to remove them for the children.	Removal of barriers/ support to overcome will help the children to learn.	1, 4
Phonics training for all staff (some refreshers, some full training)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds	2, 3

Precision teaching training	Precision teaching has been proven an effective tool to help the children to rote learn facts.	2, 3
Elklan training for all staff	Effective strategies to help staff ask and answer questions effectively, and understand some of the language barriers to learning.	1, 2, 3

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

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. This will be using our chosen, validated phonics schemes and using our trained phonics staff	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Precision teaching supports the teaching of phonics and reading	2

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

Budgeted cost: **£**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school	Both targeted interventions and universal approaches can have positive overall effects:	4

ethos and improving behaviour across school.		
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
<p>Parental support given from school including: Ringing identified parents to wake them up every morning and ensure the pupils are in school on time. Collecting/ dropping off pupils when parents are suffering a medical episode. Etc</p>	Support given so that children's attendance is improved.	5

**Total budgeted cost: £26,250**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>Low self-expectation, esteem, confidence and belief in own abilities amongst eligible pupils.</p> <p><i>Confidence in children is starting to improve, although attendance is still a concern with our most vulnerable. Children appear to be happier in school and able to access the curriculum content, although we are still having to significantly adapt it for the children.</i></p> <p>Low confidence and belief in own abilities in reading, writing or mathematics amongst eligible pupils.</p> <p><i>With new training on phonics and maths, the teaching and learning of phonics and maths has really improves. Adaptive teaching will continue to be used to effectively teach those that are not at age related expectations.</i></p> <p>Low resilience and persistence amongst eligible pupils.</p> <p><i>See point 1</i></p> <p>Possible social and emotional pressures within family unit.</p> <p><i>Although there have been some improvements in this, there is still work to be done. Parents are starting to come in to school on a more regular basis with more plans to enhance this next year.</i></p> <p>Often low self-esteem, confidence and resilience within families of eligible pupils in their abilities to support their children in their education.</p> <p><i>See above</i></p> <p>Often low participation in additional curricular activities and after school activities.</p> <p><i>There has been an increase in children attending the additional curricular activities. All children will be invited to take part in at least one sporting event next year in addition to the curriculum enhancement trips that we offer.</i></p>
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### Externally provided programmes

Programme	Provider
TTRockstars	Maths Circle
Bug Club Phonics	Active Learn Primary

