

Pupil premium strategy statement

St William's Catholic Primary School

This statement details our school's use of pupil premium funding (2024- 2025) 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	45 (including 8 nursery aged children)
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024- 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Heather Hogarth
Pupil premium lead	Heather Hogarth
Governor / Trustee lead	Jane Clements

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,250
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 26,250

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- To ensure that the pupils in receipt of pupil premium make the same amount of progress than those that do not receive this.*
- To ensure that all the children in the school have the same opportunities available to them, including extra-curricular clubs and trips, both enrichment trips and residential.*
- To ensure that social and emotional needs are being supported for all children, including those that are in receipt of Pupil Premium.*

Challenges

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

Challenge number	Detail of challenge
1	Poorer attendance than those that are not in receipt of pupil premium, this then impacts on the progress that they make in school both academically and socially.
2	Reduced parental engagement for the children, this means that some are not receiving support with homework and reading thus impacting on the progress that they are making in school.
3	Speech and language difficulties making it difficult for the children to express their emotions correctly
4	Lower baseline attainment than that of their peers
5	Increased number of ACEs for the children or their families that affects the mental health of the children. To ensure the needs of children are identified and support given to being met.

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
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<p>To improve attendance and punctuality for the children that are in receipt of pupil premium.</p> <p>To support the families and help them to understand the importance of good attendance levels and how these can affect the education of their children</p> <p>To put in practical support to help the parents to get the children to school on time each day.</p> <p>To nurture the children so that they want to come to school and that they feel safe whilst here.</p>	<p>For the children to have a similar average attendance to those that are not pupil premium.</p> <p>For the families to be supported in respect to attendance and to know that we can offer some practical support if needed.</p>
<p>To try and support parents with practical ideas and advice regarding homework and reading and how best to support them in achieving their potential.</p> <p>To offer workshops for parents to attend</p> <p>To send out short videos to give parents practical ideas</p>	<p>For families to work collaboratively with school to support their children to achieve their potential.</p>
<p>To improve speech and language so that the children can express their emotions correctly</p> <p>To train staff so they understand the barriers to speech and language</p> <p>To refer to specialist where necessary</p>	<p>For all children to be able to articulate how they are feeling and be able to regulate accordingly.</p> <p>For staff to understand the barriers and adapt their teaching to meet the needs of the individuals.</p>
<p>To assess children on entry and identify any concerns with their baseline attainment and put interventions in place as soon as possible.</p> <p>To train staff on precision teaching to support the individual based on their need.</p> <p>To buy intervention programmes to support individuals/ groups.</p>	<p>For all children to make the same amount of progress</p> <p>For children to build on the initial assessments and firmly secure the foundation principles of the different subjects.</p>
<p>To support adults who may be affected by an increased number of ACEs</p> <p>To support wellbeing through a range of different intervention and emotional support</p> <p>To signpost adults for support for themselves or for their children</p>	<p>For adults to know who to turn to get support.</p> <p>For families to feel supported so that the children are able to achieve.</p>

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff on ACEs and how to manage children	All the staff are aware of the barriers of learning for the children and how ACEs can affect the children	5
Training on precision teaching for support staff and teaching	Staff are aware of assessments and needs of the children and how to consolidate learning through the use of precision teaching.	4
Support from English Hub	The staff and subject lead have clear guidance and expectations about the delivery of phonics. Children are well supported and this impacts on the attainment during the phonics screening check	4

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

Budgeted cost: £ 11,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one support for interventions led by PC supporting Class 2 children</i>	(£2850) Dedicated hours each week for targeted support	4
<i>Homework club for those children who do not have access to as much support at school</i>	(£570) For some children they do not have the resources of support to access homework at home. Having this homework club in place supports those children as they can have educational support from a teaching assistant and they can access computers and other resources.	2

<i>Daily 1:1 sessions with children who have been identified as having speech and language difficulties (PH)</i>	(£600) We have a number of children receiving speech and language support on a monthly/ termly basis. Activities/ exercises are provided for school to support this work on a regular basis.	3
<i>1:1 sessions with pupils before school to support those that are falling behind</i>	(£1300) This 1:1 support in a quiet area with no distractions supports the children in their learning and accelerates their learning.	3/ 4
<i>Additional support in class to support children in their learning</i>	(£6200+) Additional adult support in classes help to identify misconceptions and act on these. Emotional needs can also be addressed for the children. Happier children will help to increase attendance across the school.	1/ 4/ 5/

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing healthy school meals on a daily basis for the children in receipt of pupil premium. We also provide breakfast bars to children that have not had breakfast.	£7,200 will be used to pay for the school meals for the children in receipt of free school meals. £100 towards the cost of milk for the children Children all have at least one healthy meal per day. (£100) If children are hungry, they are not able to learn and progress as they should.	5
Support given for parents who are struggling to get their children to school, this is inclusive of phone calls, picking up children, home visits for children struggling etc.	(£1300) Children will have their basic needs met whilst in school. Children will have the opportunity to share problems and be nurtured, thus resulting in an increase in attainment for the children.	1 & 4 & 5
Nurture time for children within the school	(£1300) Children that are happy are more likely to attend on a regular basis, thus improving attendance which will have an impact on the attainment of the individuals.	1 & 4

Total budgeted cost: £ 26,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Although, National Results have not shown a significant increase in results between children in receipt of pupil premium and those that are not, internal data shows that there has been good progress made by those individuals.

One of the significant changes is the level of behaviours in school. A recent questionnaire showed that behaviour has significantly improved and that children feel that they can learn in a calmer environment. This will be supported further next year when Zones of Regulation will be rolled out across the school.

Parents feel supported and relationships between school and parents are stronger now than they have been. This in turn will support the children in their education.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Table Rockstars	TTRS
Rollama	Rollama
Bug Club	Active Learn