# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St William’s |
| Number of pupils in school | 124 |
| Proportion (%) of pupil premium eligible pupils | 13.7% |
| Academic year/years that our current pupil premium strategy plan covers **(****3 year plans are recommended)** | 2024/25 – 2026-27 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Michael Tiplady |
| Pupil premium lead | Michael Tiplady |
| Governor / Trustee lead | Liam Clark-Brown |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £23,873 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £23,873 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St William’s Catholic Academy, our school Mission Statement, alongside our Trust virtues and the principles of Catholic Social teaching are central to decision making at all levels.  *We love and learn together in the light of the Lord*  *Sharing and being considerate*  *Together as a team*  *Working hard*  *Inspiring others*  *Listening, learning*  *Loving and forgiving*  *In a caring family environment*  *Aiming high and doing our best*  *Many smiles are shared*  *Safe in the arms of Christ.*  We are a welcoming, inclusive and nurturing environment. We want all of our children, no matter what their circumstances to have the opportunities and life chances they deserve. We believe no child should be at a disadvantage academically due to their background.  In order to be successful in improving achievement for the children eligible for pupil premium we focus on the following aspects of our Mission statement.  **Being considerate**: We recognise and are empathetic to the challenges facing disadvantaged pupils. We value all our children as individuals, ensuring we build their self-esteem through mutual respect and the celebration of achievements.  **Together as a team:** We recognise that all member of the school community share in the responsibility of providing the best quality education and opportunities for our disadvantaged pupils. St William’s is a small school at the heart of a small community, where everyone is made to feel valued and special. We ensure children feel loved and a sense of belonging within our school.  **Working hard:** We also set high expectations for teaching and support staff to deliver the very best opportunities and education for all, providing them with the skills, training and development to allow them to do so. We want children to be able to feel dignity and worth through self-actualisation, achieved through robust assessment, targeted support and the provision of cultural capital  **Caring family environment:** We aspire for our children to feel safe and secure through both our nurturing of them and the structures we have in place to ensure positive attendance, secure safeguarding and statutory compliance.  **Aiming High:** We set high standards for all pupils including those in our community who are the most vulnerable. This includes pupils with special educational needs and/or disabilities, looked after children and children with limited cultural experiences. These high expectations ensure that we are well-suited to be aspirational for our children eligible for pupil premium.  **Many smiles are shared:** Childrenenjoy attending St William’s enormously. They treat each other with respect and recognise that everyone is unique. We aim to develop in all participation in the wider life of the school ensuring, pupils continue to be proud of the sporting events they take part and their contributions to their local community, such as litter picking, planting trees and collecting for the local food bank.  **Safe in the arms of Christ:** With Christ at the centre and children at the heart of our school community we continue to build a provision focusing on equity meaning every child at St William’s, receives what they need to thrive. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Disadvantaged pupils have less developed oral language skills when compared to their peers. Research shows that by the age of 4 a child in a professional family has experience of triple the number of words of a child in a disadvantaged family.​ This disparity in experience of language presents itself in the oracy skills of our children. One way that the result of these less developed language skills is demonstrated is the percentage of disadvantaged pupils not attaining a good level of development at the end of early years. |
| 2 | As a school we continue to experience the movement of children from other local schools. Some of these children, while not eligible for Pupil Premium, do fit into the wider lens of disadvantaged pupils. The attainment and progress of these children is sometimes below age related expectations. |
| 3 | Some of our disadvantaged pupils can be less engaged in class and show lower concentration levels and resilience for learning. |
| 4 | The percentage of Pupil Premium children classed as ‘persistent absentees’ was higher than for other children in academic year 2023-24. Similarly, overall attendance rates for pupil premium children were lower than it was for other children within school during the same time period. |
| 5 | Our disadvantaged pupils are sometimes exposed to a lack of structure at home alongside negative views of and education from parents which can impact on their educational journey in activities such as homework, reading, early maths and attendance. |

## 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.

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| Intended outcome | Success criteria |
| Improved speaking and listening skills for children. | Oracy training delivered to staff and used as part of our signature pedagogy in school develops children’s oracy skills. Pupils at St William’s become more confident readers, listeners and speakers demonstrated through their daily interactions and confirmed through quality assurance. |
| Improved engagement and resilience in class. | The development of thorough quality assurance and monitoring activities such as planning and work scrutinise, lesson observations and pupil voice demonstrate how all children including those classed as disadvantaged are demonstrating engagement in class and resilience to their learning tasks. |
| Improved attendance | Attendance rates for all pupils including those classed as disadvantaged improves so that it is above 95% for the current academic year.  School also sees a reduction in the number of children, including disadvantaged, who are classed as persistent absentees. Figures for percentage of persistent absentees is below national figures. |
| Children benefitting from structure and routine in school alongside improved perception of education from families. | Attendance at school events such as parents' afternoon and ‘Bring Your Parents to School days’. Improves.  Parental surveys demonstrate positive perceptions of school.  Children’s activities such as homework and daily reading records are completed with parental involvement. |

## 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: £ *11,936.50*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Weekly staff CPD including 3PD days to develop subject content knowledge and pedagogical content knowledge, as well as metacognitive and self-regulation strategies.  Senior Leaders, involving leaders at all levels, design the schedule and delivery of CPD, which incorporates the focuses on the School Development Plan and evidence-based research. | High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, | 1,2,3 |

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

Budgeted cost: £5968.25

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Children are supported in Early Years, Key Stage One and Key Stage 2 to make good progress and reach at least ARE. This includes delivery of catch-up programmes in KS2 and KS1.  Children are supported to reach ARE in reading, writing and maths and make at least good progress.  Teachers devise key programmes of work where children have known areas of challenge, and these areas are addressed through after-school or within the school day small group or one-to-one tuition interventions and programmes | Small group tuition has an average impact of four months’ additional progress over the course of a year.  Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.  Small group tuition is an effective intervention.  Providing training to the staff that deliver small group support increases impact  Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds. | 1,2,3 |

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

Budgeted cost: £ *5,968.25*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To access services focussing on the well-being of children such as The Bungalow Partnership and staff trained as Emotional Literacy Support Assistants  To provide support for Pupil Premium families to be able to attend extra curricular opportunities | Parental engagement has a positive impact on average of 4 months’ additional progress  Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes. | 4, 5 |

**Total budgeted cost: £** *23,873*

# 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 2022 to 2023 academic year.**

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| Outcomes from previous academic year include:  **In Early Years:**  For all pupils attainment remains similar to previous years and continues to be in-line with national however of the two children who were disadvantaged in Early Years during 2023-23 neither disadvantaged pupil achieved a Good Level of Development, resulting in the gap to national other pupils being at 72% and the in-school gap being at 83%.  **In Phonics Screening:**  For all Pupils attainment was above national in Year 1 and above national in Year 2. Attainment is up 23% on 2023 in Year 2 with all pupils now meeting the standard. The one disadvantaged pupil in Year 1 passed the screening, which has closed the gap to other pupils, both nationally and at St Williams. The one disadvantaged pupil in Year 2 also passed the screening, which has closed the gap to other pupils, both nationally and at St Williams.  **In Multiplication Check:**  For all Pupils, the mean score is up 2.6 on 2023 and is now back above national. 75% of Year 4 pupils scored at least 22 marks, with 45% of pupils scoring the maximum 25 marks. Attainment of disadvantaged pupils is down by 9 marks, which has opened the gap to other pupils, both nationally and at St William’s. Disadvantaged pupils are also now attaining below the national average for disadvantaged pupils. Attainment of other pupils improved by 4.3 on 2023.  **Key stage 2 Expected Standard:**  For all Pupils**,** attainment is up on previous years and continues to be above national in all three subjects. All pupils reached the expected standard in Reading, with combined Reading, Writing and Maths attainment up 14% on 2023 and is now 25% higher than national. The disadvantaged gap to national other pupils remains closed, although in-school gap has marginally opened due to 1 of 5 disadvantaged pupils not reaching the expected standard in Reading Writing and Maths.  **Key stage 2 Higher Standard:**   1. For all Pupils, attainment is up on 2023 and continues to be above national in each subject. In Reading, attainment is 20% higher than national, with nearly half of Year 6 pupils reaching a higher standard. Combined Reading, Writing and Maths attainment is up 3% on 2023 and is now above national by 6%. Disadvantaged attainment is up 20% on 2023, which has closed the gap to national other pupils as well as the in-school gap. Disadvantaged gap to other pupils, both nationally and at St William’s, remains closed in Writing, and has also closed in both Reading and Maths. |