Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium **for the 2023 to 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St William's
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2020/21-2023/24
Date this statement was published	October 23
Date on which it will be reviewed	September 24
Statement authorised by	Michael Tiplady
Pupil premium lead	Michael Tiplady
Governor / Trustee lead	Liam Clarke-Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,465
Recovery premium funding allocation this academic year	£2,900
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	£33,365

Part A: Pupil premium strategy plan

Statement of intent

At St William's Catholic Academy, we are a welcoming, inclusive and nurturing environment. We want all of our children, no matter what their circumstances to have the same opportunities and life chances. We believe no child should be at a disadvantage academically due to their background.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

In order to be highly successful in improving achievement for the children eligible for pupil premium we:

• Carefully ringfence the funding so that it is always spent on the targeted group of pupils.

• Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.

• Draw on research evidence (such as the Education Endowment Foundation) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.

• Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.

• Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.

• Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.

• Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.

• Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.

• Thoroughly involve governors in the decision making and evaluation process

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills on entry are lower for pupils eligible for PP than for other pupils. This could affect reading progress in subsequent years.
2	Stability – movement of children from neighbouring schools. The attainment and progress of these children does not always match the assessment information that is passed on to us.
3	Children started education less 'ready for school' in basic skills following the COVID pandemic and those children, as they move into Key Stage 2 have not attained well in phonics, although progress has improved in year 2.
4	Engagement of some pupil premium children is not as positive as some of their peers,
5	Gap between persistent absence rates for PP children compared to other children

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
To ensure school provides children with the opportunities to develop their oral language skills, accessing external support when appropriate and ensuring that reading is given a high priority in school.	Improved language and communication skills evidenced in assessments. External support accessed and recommendations in place for children.
To improve the attainment and progress of children in reading, developing their comprehension, phonological and inference skills.	Children's attainment and progress in reading is above national data and children report through surveys a love of reading
To have a full programme of intervention groups at all stages in school where children are identified quickly as needing support.	Intervention trackers completed by teachers and Tas involved in intervention show continued and sustained improvement with the children who access them.
To ensure the gap between Pupil Premium children and other children	Improved attendance data for Pupil Premium children evident in a reduction of the percent of persistent absenteeism.

regarding persistent absenteeism is closed	

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: £ *14,655*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide teachers and support staff with high quality CPD focusing on school areas of need which will then be used to benefit the children they teach.	Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions. Teacher CPD may be a cost-effective intervention for improving pupil outcomes Research on high-quality professional development demonstrates a positive impact on pupil attainment	1,3

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

Budgeted cost: £7,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 and small group provision for English and Maths boosters across all year groups with teaching assistants focussing on specific groups in need.	Some of the students need targeted support to catch up. This is a strategy employed by the school previously with success. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective	1, 2, 4

	interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.	

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

Budgeted cost: £ *7,905*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To also access services focussing on the wellbeing of children such as The Road Centre Increased parental engagement including development of resource packs for parents to use at home with staff and parental training 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 Parental engagement strategies are typically more effective with parents of very young children Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes.	1,2, 3, 4, 5

Total budgeted cost: £ *30,465*

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.**

Outcomes from previous academic year included:

At St William's, the number of pupils eligible for Pupil Premium is below National averages at (13.5%). In EYFS there are no disadvantaged pupils.

Analysis of assessment data from the academic year 2022-23 shows the following trends:

At KS1 the gap is widening for disadvantaged pupils in all subjects. The current year 3 cohort are a key focus on our school improvement journey this academic year with additional support, staffing and resources identified to help them close the gap.

At KS2 the gap is closing for combined at the expected level and closing in all subjects. Reading was given a high priority in school. CPD relating to our Phonics Programme Sounds Write and the purchase of additional reading books including decodable texts ensured improvements in reading data for attainment and progress.

The overall absence rates of pupil premium children and the percentage of persistent absenteeism amongst pupil premium is higher than for all pupils at school which is why a focus on improving attendance rates in these groups has been made a focus this year.

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
Accelerated Reader	Renaissance
Myon	Renaissance
Times Tables Rock Stars	Maths Circle Ltd

| Ten:Ten Resources | TenTen |