St. William's Catholic Primary School Pupil premium strategy statement

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

School overview

Detail	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	43% (43/100)
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)**	2026-29
Date this statement was published	Nov 2026
Date on which it will be reviewed	Nov 2027
Statement authorised by	LAC
Pupil premium lead	Fiona Parker
Governor / Trustee lead	Andrea Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,000
Recovery premium funding allocation this academic year	£ 0 (not like last year)
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year	£62,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that target, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have and who have had a social worker in the past. The activity we outline in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, see St. William's Teaching and Learning, 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 pupils not disadvantaged. Implicit in the intended outcomes detailed below, is the intention that those 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 and help all pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified & measure impact of interventions
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The following are key priorities to St. William's School and will help us to achieve this through:

- Building relationships – these are central to learning (self-knowledge, knowledge of God, relating to others around them and beyond) & are rooted in St. William's virtues support & develop resilient, independent, kind & just individuals.
- High priority to key skills in language development through the Dialogic Teaching Approaches, phonics, reading, speaking & listening and number that promote a love of reading and a thirst for knowledge, new experiences across all subjects.

- Provision of learning from 1st hand experiences & enquiry/discovery, using a variety of resources to express and articulate understanding/ideas and learning through play from the start to the end of their St. William's journey.
- Emphasis on the social, emotional, mental wellness of all pupils that can make appropriate choices and understand the consequences of their actions. Further developing pupil leadership particularly in the promotion of school mission, catholic life (Mission Club, Mini Vinnies) and contributing to reparation in peer disagreements on playground Wellbeing Ambassadors for making amends to further develop pupil SEMH
- Through rigorous tracking of pupils' attainment, teaching staff will be able to identify timely intervention, see Marking Books/impact of intervention records to capture in the moment responses, to enable all pupils to achieve their full potential and make value added progress from their starting points and including mid-year or mid-school entry into St. William's.

This is done through a combination of:

a) Universal offer of high quality of teaching for all pupils

b) Targeted Support through interventions

c) Other Approaches

As a result, pupils will be able to access the next phase of their education successfully and will have the essential skills and personal characteristics to support active participation; that enable them to express and articulate themselves effectively. They will be independent, self-aware and can form strong relationships that will enable them to become life long-learners and well-rounded citizens, who can make a positive contribution to our diverse and global society.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 & in general are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.
3	Internal data and external assessments indicate that maths, reading & writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last three years 100% of our disadvantaged pupils arrive below age-related expectations compared to 60% of other pupils. The gap remains steady to the end of ks2
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted significantly due to language and personal development milestones, not yet met, when starting school (e.g. communication/language gaps, toileting and social/emotional regulation/behaviour. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in reading, maths & speech and language.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably peer on peer abusive behaviour, including online peer on peer abuse and a lack of enrichment or limited opportunities generally and particularly for pre-school entry into Reception Class (no nursery/preschool experience). These challenges particularly affect disadvantaged pupils, including their attainment. SEND register 24/100 24% Vuln register 38/100 38% pp 43/100 43% EAL 40/100 40%
6	Overall attendance 01/09/25 to 17/07/26 is 97.1% % NA 94.5% PA 6.2% PP PA 12.2% SEND 12% As a school we have improved attendance and reduced PA for all pupils. Our assessments and observations show that absenteeism is negatively impacting on pupil premium pupils and especially SEND pupils' progress.

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
Improve oral language skills & vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading attainment among disadvantaged pupils	Following the implementation of the Reading Framework and the audits carried out by teachers in 2025 focussed changes made to the approach for the teaching of reading skills generally and especially for

	the lowest 20% of readers, introducing Precision Teaching Sept 2026, LBQ questioning introduced for y6 pupils 2026, Grammarsaurus, reading comprehension across school Autumn 2026, Boosters for y6 pupils, minimum 2x a week.
Sustain the improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2025/26 67% show more than 50% of disadvantaged pupils met the expected & demonstrate arithmetic security following the introduction of specific interventions, Number Sense & Times tables Rockstars
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing demonstrated by: • Qualitative data from pupil voice, including Analysis of 3 Houses across school for all pupils, pupil and parent surveys and teacher observations •A significant reduction to child-on-child abuse, including online peer on peer abuse • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance demonstrated by: The overall absence rate for all pupils being no more that 4% and the attendance gap between disadvantaged and their non-disadvantaged peers reduced by 25%. The % of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 11%

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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Further sustaining embedding dialogic teaching activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources to fund ongoing CPD & release time for teaching staff.	Such strategies inexpensive to implement and have high impact on reading. Oral language interventions Toolkit strand EEF	1
Purchase additional resources, specific to teach reading skills e.g., books for the 3 libraries to further promote enjoyment, books for learning across the whole curriculum specific texts for reading skills work. Enhanced curriculum through the Music provision for instrumental tuition for all pupils in UKS2 & 48 pupils receiving specialist Singing teaching weekly.	Whole school strategy for the teaching and learning of phonics & reading skills, ongoing. This will enable us to have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Toolkit Strand EEF	2
Enhancement of our maths teaching, incorporating Assessment for Learning strategies in all core subjects and non-core subjects as well as the responding to pupils' needs in the moment. Curriculum planning in line with DfE and EEF guidance (including CPD, release time for teaching staff	The DfE non-statutory guidance has been produced drawing on evidence - based approaches. Maths guidance KS1 & 2 – the Maths Subject Leader is now a Maths Mastery Skills teacher from Sept 2026 and will work closely with all colleagues to further develop pupils' confidence, accuracy in basic number skills and continue to embed reasoning and problem strategies in this.	3
Improve the quality of social, emotional learning & mental wellness of all pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, attitudes, behaviour, and relationships with peers. Engage &	4 & 5

	effectively develop strategies from the Living Well Programme, Reducing Inequalities within Communities (finished last year). EEF Social and Learning	

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase SALT specialist targeted support from Rec – y6, modelled to all teaching staff	Oral language interventions can have positive impact on pupils' language skills. Approaches that focus on speaking and listening and a combination of the two shows positive impacts on attainment. Oral language interventions Toolkit strand EEF Completion of Wellcomm assessments to identify pupils requiring additional support and provide next steps for those pupils (lowest 20% of all classes across school).	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as part of our daily interventions by HLTA. Continue use of SSPF for Y3 Spelling	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand EEF	2
Reading interventions daily by teaching support staff as well as teachers for lowest 20% and group above them for reading.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those who fall behind, both one to one tuition EEF & in small groups: Small group tuition/Toolkit Strand EEF	4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deepen the behaviour management, mental wellness & zones of regulation and anti-child on child abuse approaches (including online child on child abuse) – with the aim of enhancing our school Mission Statement and school ethos.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (National Online Safety for all staff and parents)	4 & 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve specific time DSL/DDSL/Admin to implement robust systems.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence.	6

Total budgeted cost: £62,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS GLD 68% Y1 Phonics 83% Y2 optional SATs Reading 86%Y2 Writing 71% Y2 Maths 86% Significant underperformance from y6 pupils, cohort specific issues for them on the day of the actual SATs that had not been an issue during the course of the year and conflicted with teacher assessments - 2 were expected to achieve ARE who didn't on the day. Issues with marking of papers and 4 papers were sent back to be remarked but these were not changed. Y6 Reading 43% GD 19% Y6 Writing 65% (5% GD) GAPS 76% & GD 24% Y6 Maths 66% RWM combined 35% Year 4 Multiplication check 68% Analysis of results show issues around small cohort (each pupil worth 5%) and the impact on interpretation of results and the high mobility across school that present challenges to the school. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health although significantly impacted positively on our pupils as well as the developments of the outdoor environment. Safeguarding systems for attendance are robust but attendance must continue to be a focus on the current plan (see data in earlier part of this document).

Externally provided programmes

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

Programme	Provider
Bespoke support for individual pupils and their parents (mentoring and counselling) face to face and telephone calls	Catholic Care (£927.58 per quarter, £2,730 per annum, went up 4% last April)