

Pupil Premium Strategy Statement 25/26

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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data	
School name	St William of York Catholic Primary School	
Number of pupils in school	206	228 inc Nursery
Proportion (%) of pupil premium eligible pupils	50.5%	52.2%
Academic year/years that our current pupil premium strategy plan covers	2025/26	
Date this statement was published	November 25	
Date on which it will be reviewed	Termly with a full review in summer 2026	
Statement authorised by	Martin Murphy	
Pupil premium lead	Martin Murphy	
Governor / Trustee lead	Mr G Prendergast	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,725
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,216
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	£137,941

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium (PP) is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who are entitled to free school meals (FSM), those looked after by the local authority (LAC) and children of armed service personnel.

The objective of the funding is to expedite the rate of attainment and progress for those pupils. Our aim at St William of York Catholic Primary School is to ensure that PP pupils receive robust support in living an educational experience that is comparable to their non-disadvantaged peers, where they are given every opportunity to make progress and succeed. We aim to do this through providing quality-first teaching, targeted academic support and wider strategies - as recommended by the EEF's tiered model & menu of approaches.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We recognise that the challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of PP data and identification of pupils with particular needs, so that they are fully aware of strengths and weaknesses across the school.

Objectives:

- Outcomes for disadvantaged pupils are a focus for all stakeholders at all levels.
- Use evidence-bases - such as the EEF - alongside our own knowledge of pupils in our school, to allocate funding to strategies that have clear impact.
- Maintain high-expectations for the target group.
- Identify those pupils who are under-achieving, determine why and then put in place actions to support progress.
- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Provide Quality First teaching and learning within class and not rely solely on interventions outside class

St William of York Catholic Primary School Demography and School Context Information:

The school serves an area of above average deprivation, with a pupil population significantly more deprived than the national average. 47.78% of pupils are eligible for FSM6, placing the school well above the national average, and indicating a high level of socio-economic disadvantage within the community. The proportion of pupils with an Education, Health and Care Plan (5.69%) is above average, while those receiving SEN Support (17.89%) are close to national figures, reflecting a broad range of additional needs across the cohort. The percentage of pupils identified as Children in Need (8.54%) is well above average, highlighting the school's ongoing work to support pupils with complex social and emotional needs. The proportion of pupils with English as an Additional Language (4.9%) remains below the national average, and pupil stability (83.33%) is close to average, suggesting that the school community experiences some movement of pupils but not at levels significantly above national trends. Both the school's pupil-based deprivation and location deprivation measures are above average, indicating that the school serves a community facing notable economic and social challenges

The overall aim of our Pupil Premium Strategy is to reduce the disadvantage gap, year on year.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication (Oracy) – <i>Low level of language/vocabulary/schema upon entry.</i>
2	Phonics and reading across all Key Stages
3	Punctuality and Attendance
4	Social, emotional and mental wellbeing
5	Increased outcomes across Numeracy and Literacy, particularly Writing
6	Cultural Capital/Enrichment opportunities

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
1) Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident through engagement in lessons, work scrutiny and formative assessments. Engagement with external agencies to support early language, SALT.
2) Improved phonic knowledge, skills and reading across the Key Stages.	RWINC progress meetings and small group/ 1:1 intervention indicate accelerated progress for disadvantaged children. End of Key Stage reading outcomes show that the % of disadvantaged pupils meeting the expected standard is in line with national figures. There would also be a year upon year reduction in the gap between all pupils and disadvantaged pupils.
3) Attendance, punctuality and readiness to learn upon arrival at school. (Attendance to be in line with national)	Sustained and improved attendance for disadvantaged pupils is demonstrated through a reduction in the absence rate for this particular cohort. Attendance for this group to be in line with national. In addition there would be a narrowing of the gap between % attendance for all children and those who are classed as disadvantaged.

4) Social, emotional and mental well-being	Children accessing support from the Pastoral Care Lead. These children could be accessing a variety of programmes due to the training which has taken place as well as receiving individual counselling. Mental Health Lead Practitioner to continue with training in order to support the variety of needs identified through an audit with all teaching staff. Work alongside Sefton Mental Health Schools Team in supporting identified children. Employing a Child Counsellor to work with children on an individual and group basis. Involvement of external agencies to provide specialist support were needed.
5) Increased outcomes for pupils in all areas of Numeracy and Literacy. Improved progress from their starting points to ensure a narrowing of the gap between disadvantaged and non-disadvantaged pupils.	Increased levels of attainment and progress for disadvantaged children compared to the previous year's data. This will be monitored through both formative and summative assessments throughout the year. Continue to develop the Mastery approach in Maths through Power Maths and introduce Mastering Number across the EYFS and KS1. Phonic knowledge to be secure throughout the school with additional intervention across KS1 and lower KS2 plus "Fresh Start" in upper KS2 and Fluency Reading Project. Review Writing provision throughout the school focusing on sentence structure and Handwriting.
6) Cultural Capital/Enrichment opportunities	Review long/medium term plans for all foundation subjects in order to identify cultural capital for our disadvantaged pupils. For example, identifying opportunities in our immediate locality through History/Geography to broaden the horizons and understanding of the children. Ensure that pupils have a range of enriching and stimulating activities/educational experiences. These include visitors to the school and workshops, trips and a varied extra-curricular programme that will have a positive impact on not only their knowledge and understanding but their enjoyment as well.

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: £24,675.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school will implement the Moving the Box programme in Reception to improve outcomes for disadvantaged pupils through a focus on early language, communication, and social development. The programme will provide structured, play-based activities that promote purposeful talk, listening, and collaboration. It will support children in developing confidence, self-regulation, and readiness to learn. Through this targeted early intervention, the school will aim to narrow the attainment gap and ensure all pupils make a strong start to their education	The EEF's Teaching and Learning Toolkit reports that early years communication and language approaches can yield around +7 months' progress for children receiving them, on average.	1, 5
Read Write Inc Phonics (Early reading support, online training portal, access to high quality CPD for teachers/TA's. Coaching from Phonics lead, half termly progress meetings and the use of a Ruth Miskin consultant to review progress and identify intervention needed.	Phonic approach has clear starting points and tracking and a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. This is the sole phonics programme delivered and is embedded as part of a rich literacy environment. <u><i>EEF Teaching and Learning Toolkit – Phonics</i></u>	2

	<u>EEF Guidance Reports – Improving Literacy KS1 & 2</u>	
The school will introduce the Mastering Number programme across EYFS and Key Stage 1 to strengthen pupils' early understanding of number and build firm foundations for future mathematical learning. Daily sessions will focus on developing fluency in recognising, representing, and manipulating numbers within 10. The programme will support pupils in developing number sense, subitising, and confidence in basic number facts. It will also enhance teacher subject knowledge and ensure consistent, high-quality approaches to early mathematics across the school.	Evidence from the NCETM (2023) indicates that schools participating in the <i>Mastering Number</i> programme show clear improvements in pupils' number fluency, confidence, and flexibility with numbers up to 10, alongside stronger teacher subject knowledge and more consistent pedagogy across EYFS and KS1. The Education Endowment Foundation (EEF, 2020) also highlights that early mathematics interventions focusing on number sense and structured, daily practice have a high impact on pupil progress, particularly for disadvantaged pupils. Together, these findings demonstrate that the <i>Mastering Number</i> approach is an evidence-informed programme that effectively supports early mathematical development and reduces attainment gaps	5
Have whole school training on Voice 21. (<i>Voice 21 training can significantly improve oracy in a primary school by providing staff with a structured, research-informed approach to developing pupils' speaking and listening skills across the curriculum.</i>) Voice 21 strategies ensure that every pupil — including those from disadvantaged backgrounds or with SEND — has regular, supported opportunities to develop their voice. This helps close gaps in language development and participation, particularly for pupils with limited verbal	The EEF categorises oral language interventions (which include oracy and structured spoken-language activities) as having a “high impact for very low cost”. According to their Teaching & Learning Toolkit, such interventions typically lead to around +6 months' additional progress over the course of a year. The evidence and commentary note that oracy interventions can be particularly beneficial for pupils from disadvantaged backgrounds, who often enter school with weaker spoken-language skills; hence, oracy work is one lever for closing disadvantage gaps.	1,2 and 5

confidence or vocabulary on entry		
Identify appropriate CPD for all teachers in Writing. In particular all teachers to received training on the revised Writing Framework. Look at the impact of the new framework of the long/medium term plans.	High-quality CPD supports teachers to improve their subject knowledge and pedagogy. Training focused on the revised Writing Framework directly enhances teachers' instructional practice, which has a positive impact on pupil outcomes. Feedback - The new framework and associated CPD will likely refine approaches to providing effective feedback on writing, helping teachers to align assessment practices and support pupil progress. Metacognition and Self-regulation - Improved teacher understanding of the writing process encourages classroom strategies that support pupils to plan, monitor, and evaluate their writing — key aspects of metacognitive skill development. Collaborative Learning - Joint professional discussions and planning (e.g., reviewing medium- and long-term plans together) promote collaborative professional learning, which the EEF identifies as having a positive impact on teaching quality	1.1

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

Budgeted cost: £88,237.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to lead targeted interventions across the school. These could take the form of one to one or small group tasks. Interventions would include: NELI, RWINc, Fresh Start and Precision Teaching.	Evidence based interventions adopted, with clear starting points and regular monitoring/impact reviews and assessments. Explicit links to classroom teaching are made and opportunities to reinforce prior learning. <u><i>Making best use of Teaching Assistants - EEF</i></u>	1,2 and 5

Run interventions aimed at developing confidence and self-esteem. Offer children positions of responsibility such as Play leaders, Well-Being Ambassadors.	EEF research into low cost, high impact strategies such as metacognition, thinking skills, self-regulation.	1, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,330.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of the Pastoral Care Lead so they have the necessary training to provide social, emotional and mental health support to the most vulnerable children across the school. School to buy in to the services of a Children's Counsellor to support those identified as being vulnerable. Sefton Mental Health Schools Team to work alongside children identified by the school, in conjunction with their parents.	Social and emotional skills are essential for childrens development, they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective and communicate in appropriate ways. <u>EEF School Improvement Planning – Wider Strategies</u>	3 and 4
Pastoral Care Lead to work alongside persistent absentees families in conjunction with the School Business Manager and Educational Welfare Officer.	Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out. <u>Centre for Social Justice – Kids Can't Catch Up If They Don't Show Up</u> <u>Improving School Attendance DFE</u>	3 and 4

Provide a free breakfast club for all Pupil Premium children in order to encourage good attendance and punctuality as well as ensuring that the children receive a healthy and nutritious breakfast.	The EEF findings suggest that it is not just a healthy nutritious breakfast that delivers impact on a child's readiness for learning but it also has social benefits along with improved attendance. <u>National School Breakfast Programme – EEF Projects and Evaluation</u>	3,4 and 6
Enrichment opportunities/ Cultural Capital. Review long and medium term plans across the curriculum: organise trips, visitors, workshops which will not only supplement their knowledge but will positively impact on their rate and depth of learning as well as enjoyment.	Broadening the horizons of our disadvantaged pupils is absolutely crucial to their aspirations and life chances.	6

Total budgeted cost: £134,242.00

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 **2024 to 2025** academic year.

24/25 Data

EYFSP – GLD %	School	National	Difference
All Pupils	67.9	68.3	-0.4
Disadvantaged	50.0	57.1	-7.1

Number of Disadvantaged pupils achieving the GLD was below the similar group of children nationally, hence the reason for introducing “Moving the Box” programme in Reception.

Year 1 Phonics %	School	National	Difference
All Pupils	86.2	79.9	6.3
Disadvantaged	78.9	66.8	12.1

Attainment for Disadvantaged in Phonics was generally good and highlights the positive impact of the schools strategy.

KS2 Reading %	School	National	Difference
All Pupils (Exp)	86.7	75.1	11.6
Disadvantaged (Exp)	78.6	63.2	15.4
All Pupils (Higher)	33.3	33.4	-0.1
Disadvantaged (Higher)	28.6	21.3	7.3

Attainment for Disadvantaged in Reading was slightly below all pupils in the school but was above all pupils nationally and Disadvantaged nationally for Expected. Disadvantaged also scored higher than their counterparts at Greater Depth.

KS2 Writing %	School	National	Difference
All Pupils (Exp)	66.7	72.3	-5.6
Disadvantaged (Exp)	64.3	59.4	4.9
All Pupils (Higher)	3.3	12.8	-9.5
Disadvantaged (Higher)	7.1	6.6	0.5

Writing attainment for Disadvantaged pupils in schools was broadly similar to all pupils in the school and above the % for Disadvantaged pupils nationally. Disadvantaged also scored higher than their counterparts at Greater Depth.

KS2 Maths %	School	National	Difference
All Pupils (Exp)	80.0	74.1	5.9
Disadvantaged (Exp)	92.9	60.6	32.3
All Pupils (Higher)	36.7	26.3	10.4
Disadvantaged (Higher)	35.7	15.1	20.6

Disadvantaged pupils outperformed all pupils in the school as well as all pupils nationally in Maths. Disadvantaged also scored higher than the overall national figure as well their counterparts at Greater Depth.

KS2 Combined RWM %	School	National	Difference
All Pupils (Exp)	56.7	62.2	-5.5
Disadvantaged (Exp)	64.3	47.4	16.9
All Pupils (Higher)	3.3	8.4	-5.1
Disadvantaged (Higher)	7.1	3.5	3.6

Disadvantaged pupils outperformed all pupils in the school as well as all pupils nationally in Combined RWM. Disadvantaged also scored higher than the overall national figure as well their counterparts at Greater Depth.

24/25 Attendance Data

Attendance %	School	National	Difference
All Pupils	94.8	94.8	0
Disadvantaged	93.0	89.4	3.6

Disadvantaged attendance was 1.8% below both the schools overall figure and national. However Disadvantaged attendance in school was well above Disadvantaged nationally. *(NB: The figures are based on the schools internal attendance data as the DfE are unable to disaggregate two pupils who left school in Autumn 24 but have been included as persistent absentees in the whole school end of year attendance data)*

Additional Information

A number of children displayed extreme anxiety throughout the year and had to be supported by our Pastoral Care Lead and SENDCO. A few other children started to display some worrying behaviours while we also had children join the school mid-year with specific attachment needs. We used pupil premium to support them through releasing additional staff, buying in support from external agencies and paying for CPD for those staff identified to lead on emotional health and well-being.

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
Read Write Inc	Ruth Miskin
Fresh Start	Ruth Miskin
Moving the Box	Coram Hemsall
Mastering Number	National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network,

Letter Joins (Handwriting)	Letter Joins: Green & Tempest (Publisher)
Precision Teaching	Ref: The Precision Teaching Book (2012)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional phonics and TA support.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.