Pupil Premium Strategy Statement 2026/27

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	207	230 (Inc Nursery)
Proportion (%) of pupil premium eligible pupils	44%	45.7%(Inc Nursery)
Academic year/years that our current pupil premium strategy plan covers	2026/27	
Date this statement was published	November 26	
Date on which it will be reviewed	Termly with a full review in summer 2027	
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	£161,150
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,637
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	£167,787

Part A: Pupil Premium Strategy Plan

Statement of intent

St William of York Catholic Primary School is committed to ensuring disadvantage is not a barrier to educational achievement, attendance, wellbeing, or future success.

Ultimate Objectives for Disadvantaged Pupils:

1. **High Achievement:** Attain highly across the curriculum, focusing on reading, writing, mathematics, phonics, early language, and fluency.
2. **Strong Progress:** Make strong progress from individual starting points, including pupils with SEND, EAL, low prior attainment, or complex needs.
3. **Core Literacy & Communication:** Develop secure language, reading, and writing skills to access the whole curriculum.
4. **Regular Attendance:** Attend school regularly and punctually to fully benefit from teaching and intervention.
5. **Wellbeing & Agency:** Feel safe, valued, and resilient, developing self-regulation and independence.
6. **Enrichment & Cultural Capital:** Access broad enrichment so disadvantage does not restrict participation or aspiration.
7. **Smooth Transitions:** Move successfully through key educational phases (EYFS to KS1, and Y6 to secondary).
8. **Individualized Support:** Receive responsive support tailored to individual circumstances.

Context & Rationale

St William of York serves a significantly disadvantaged community in Thornton and South Sefton. FSM6, pupil deprivation, and SEND rates are substantially above national averages.

Core Implementation Principles:

- **The DfE 3-Tier Model:** High-Quality Teaching (Tier 1), Targeted Academic Support (Tier 2), and Wider Strategies (Tier 3) work in tandem.
- **High Expectations:** Maintain ambitious curriculum targets without narrowing provision or lowering expectations.
- **Whole-School Responsibility:** All staff and governors share accountability for identifying barriers and driving progress.
- **Evidence-Informed & Early Intervention:** EEF research guides decisions, prioritizing early identification from Nursery onwards.
- **Joined-Up Inclusion:** Align Pupil Premium support seamlessly with SEND provision (16 EHCPs, 61 SEN Support).
- **Family Partnership:** Maintain respectful, practical engagement with families regarding attendance and progress.

Challenges

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

Challenge number	Detail of challenge
1	**Speech, Language & Communication (Oracy):** Low baseline language, vocabulary, and schema upon entry
2	**Phonics & Reading:** Gaps in phonics, decoding, and comprehension across key stages.
3	**Attendance & Punctuality:** Persistent absence and lost learning time
4	**Wellbeing & Cultural Capital:** Social, emotional, and mental health barriers; limited enrichment opportunities.
5	**Literacy & Numeracy Outcomes:** Need for elevated outcomes across Numeracy and Literacy, particularly Writing.

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 & Vocabulary	Receptive/expressive language gains measured via baselines. Strong Reception GLD progress from starting points. Consistent explicit vocabulary instruction and dialogic talk across EYFS–Y6.
2. Secure Phonics & Reading Fluency	Y1 Phonics remains at/above 91% (above national). Rapid catch-up for pupils missing standard. KS2 Reading expected standard remains above national with accelerated progress for lower attainers.
3. Improved Attendance & Punctuality	Overall attendance rises toward 95%. Persistent absence drops from 15.6% to below 12%. Reduced lateness across targeted groups via prompt family engagement.
4. Improved Writing Attainment & Progress	KS2 writing meets/exceeds national averages. Assessment demonstrates improved sentence structure, vocabulary, grammar, spelling, and stamina applied across subjects.

5. Improving Mathematics Outcomes	Improve KS2 Maths outcomes above national. Improved calculation fluency, reasoning, and problem-solving with retained core knowledge.
6. Enhanced Wellbeing & Engagement	Improved pupil voice, self-regulation, and readiness to learn. Zero exclusions maintained alongside restorative practices.
7. Equal Participation in Enrichment	Disadvantaged pupils participate fully in clubs, trips, music, and leadership roles. Financial and practical barriers removed.
8. Consistent Inclusive Teaching (SEND)	Routine explicit instruction, scaffolding, and adaptation evident in monitoring. EduKey targets reviewed termly.

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: £28,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantage-Informed CPD & Coaching: Continuous professional development on cognitive load, explicit instruction, scaffolding, metacognition, and high expectations.	EEF guidance highlights high-quality teaching and sustained implementation/coaching as the most powerful leverage for disadvantage.	1, 2, 4, 5, 7
Whole-School Oracy & Vocabulary: Sequential vocabulary progression from Nursery–Y6, sentence stems, dialogic talk, and pre-teaching key content.	EEF Toolkit: Oral language approaches demonstrate an average of +6 months progress when integrated across the curriculum.	1, 2, 4, 5, 7

Early Language CPD & Screening: Screening and coaching for EYFS staff in interactive reading, storytelling, and sustained shared thinking (using tools like NELI where appropriate)	EEF Early Years Guidance: Early language modelling and targeted communication interventions deliver high impact.	1, 2, 4, 7
Adaptive & Inclusive Practice: Refined adaptations for SEND/disadvantaged pupils (chunking, worked examples, visual supports, retrieval practice) retaining teacher ownership.	EEF Special Educational Needs in Mainstream: High-quality adaptive teaching and explicit instruction improve independence and outcomes.	1, 2, 4, 5, 7
Reading Fluency Curriculum: Explicit instruction in prosody, repeated reading, guided comprehension, and vocabulary from EYFS to Y6.	EEF Key Stage 2 Literacy Guidance: Systematic instruction in fluency and comprehension strategies supports struggling readers.	1, 2, 4, 7
Knowledge-Rich Writing Provision: Explicit teaching of sentence construction, transcription, editing, and oral rehearsal integrated with high-quality texts.	EEF Key Stage 2 Literacy Guidance: Combining writing process instruction with high-quality reading models improves composition.	1, 4, 7
Maths Fluency & Reasoning: Routine retrieval practice, CPA approach, concrete representations, and mathematical vocabulary development	EEF Key Stage 2 & 3 Maths Guidance: Structured representations, metacognitive talk, and explicit concept instruction enhance retention.	4, 5, 7
PP Monitoring & Dialogues: Termly Pupil Progress meetings focusing on	EEF Implementation Guidance: Continuous monitoring and professional dialogue ensure	1–7

disadvantaged cohorts; triangulation of books, data, and pupil voice	responsive delivery and accountability.	
Curriculum Sequencing & Retrieval: Embed key subject knowledge and vocabulary through structured progression and spaced review.	EEF Teaching & Learning Evidence: Well-sequenced instruction builds foundational schema for pupils with low prior attainment.	1, 4, 5, 7

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

Budgeted cost: £96,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Early Phonics Catch-Up: Frequent, short phonics and decoding interventions using systematic validated programmes	EEF Key Stage 1 Literacy Guidance: Phonics interventions targeted precisely at decoding gaps yield strong progress.	1, 2, 4, 7
KS2 Reading Fluency Support: Paired reading, echo reading, and comprehension strategy groups for targeted KS2 pupils.	EEF Toolkit / PALS-UK Evidence: Structured paired reading and oral comprehension strategies significantly boost reading stamina.	1, 2, 4, 7
Targeted Writing Catch-Up: Small-group instruction targeting specific mechanics (sentence construction, spelling, planning, editing) linked directly to class texts.	EEF Literacy Guidance: Diagnostic assessment paired with targeted instruction on writing components accelerates attainment.	1, 4, 7
Targeted Maths Support: Focused small-group	EEF Key Stage 2 & 3 Maths Guidance: Small-group intervention closely aligned with classroom	1, 2, 4, 7

intervention addressing specific numerical, procedural, or reasoning gaps using manipulatives.	learning corrects misconceptions rapidly	
Structured TA Deployment: Deployment of trained TAs to deliver time-limited, structured interventions with clear entry/exit criteria.	EEF Teaching Assistant Interventions: TAs add maximum value when delivering structured, evidence-based programs supplementing class teaching.	1, 2, 4, 5, 7
EYFS Early Language Groups: Small-group interactive story and vocabulary sessions targeting narrative and communication skills.	EEF Communication & Language Guidance: Structured small-group oral interventions accelerate early language acquisition.	1, 2, 4, 7

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

Budgeted cost: £35,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Lead Vulnerable Support Training: Specialist training for the Inclusion Lead to support vulnerable and disadvantaged pupils effectively.	EEF Social and Emotional Learning Guidance: Developing staff capacity strengthens emotional resilience and academic engagement.	3, 4
Inclusion Lead Mental Health Training: Advanced mental health training to support complex SEMH needs.	EEF Supporting Pupils with Additional Needs: Specialised staff training ensures effective targeted pastoral interventions.	2, 3
Targeted External Counseling: Provision of specialist external counseling	EEF Mental Health & Wellbeing Evidence: Therapeutic interventions	2, 4

and therapeutic services for high-need pupils.	improve classroom engagement and attendance for vulnerable pupils.	
Multi-Agency Attendance Support: Joint working between Inclusion Lead, SBM, and Educational Welfare Officer to engage persistently absent families	EEF Working Together to Improve Attendance: Collaborative, supportive engagement with families addresses underlying persistent absence barriers.	1, 2

Total budgeted cost: £160,397.00

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 **2025 to 2026** academic year.

The data for 24/25, at the end of KS2, resulted in the school being placed in the top 25% nationally for all primary schools which highlights the positive impact of the schools use of pupil premium. (The school received a letter from the Secretary of State for Education congratulating us on this achievement)

2025/26 Data

Disadvantaged Pupils (Pupil Premium / FSM)

- **Progress KS2:** Pupil Premium support is highly impactful: 3-year progress for disadvantaged pupils in **Writing** and **Maths** is **Statistically Significantly Above National (sig+)** and **Statistically Significantly Above Similar Schools (sig+)**, with Reading progress sitting consistently **Above**.
- **Attainment Outcomes KS2:** Disadvantaged attainment aligns securely with **National Averages** and outperformed both National and Similar Schools benchmarks in 2025 across Reading, Maths, and EGPS.

Attendance Data (FSM)

- **Disadvantaged (FSM) Attendance:** FSM daily attendance is **Close to National Average**, and FSM persistent absence is consistently **Close to National Average (non-sig)** across all reported periods. Disadvantaged pupils at St William of York attend at rates comparable to national peers, outperforming contextual expectations.

Suspensions & Behaviour Management

- **Whole-School Suspensions:** Pupils with 1+ suspensions and 2+ suspensions are consistently **Below National Average (non-sig)** or **Close to National Average**, sitting well below similar high-deprivation peer benchmarks.
- **FSM & SEN Suspensions:** Suspensions for FSM pupils and pupils with SEN are **Below National Average (non-sig)** across 2022/23, 2023/24, and 2024/25,

highlighting a highly effective, nurturing behaviour model that maintains vulnerable pupils safely within education.

** At the time of publishing this statement there is no data available from the IDSR regarding Phonics attainment and disadvantaged as well as a breakdown for the EYFS.*

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 Hempsall
Mastering Number	National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network,
Ready Steady Write	Literacy Counts
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.